

WORKBOOK
BLACKLINE MASTERS

OBSERVING



REACH OUT
SNAILS TO WHALES

This Workbook provides exercises to accompany the reading selections in the Pupil's Editions of CONNECTIONS, The Macmillan Reading Program. The exercises are grouped by reading selection. The name of the reading selection is at the bottom of each Workbook page.

Gregory.



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Name _____

Date _____

Read each story. Then finish each sentence. Fill in the circle by the answer.

A. Scott won the school spelling bee. All his friends said he was terrific and wanted to shake his hand. Scott stuck out his chest and smiled from ear to ear. Sally, Scott's sister, nudged Scott and said, "Come on, we have to get home." Sally knew there was a surprise party for Scott at home to celebrate his success.

1. When Scott won the contest, he felt ____.

- ☐ (a) sad
- ☒ (b) proud
- ☐ (c) brave

2. Sally wanted Scott to go home so that ____.

- ☐ (a) she could shake his hand
- ☐ (b) he could practice spelling
- ☒ (c) he could enjoy the party

B. Tomorrow is Thanksgiving Day, and Billy can't wait. All of his aunts, uncles, and cousins are coming to dinner. Billy made a special turkey centerpiece for the table. Billy wants to show his new train set to his cousin Joe, who has a train set, too. At this moment, Billy is tucked up in his bed, but he is having trouble sleeping. He thinks tomorrow will never come!

1. Billy feels very ____.

- ☐ (a) troubled
- ☐ (b) tired
- ☒ (c) excited

2. Billy wants Joe to see his train set because ____.

- ☒ (a) Joe likes trains
- ☐ (b) Joe is a cousin
- ☐ (c) Billy likes to show off

"Ernie and the Mile Long Muffler," *Observing* (Hardcover: pages 10-24) *Reach Out* (Softcover: pages 10-24)

Objective: Make inferences about a character's motives or feelings (*Literature and Language Skills*)

Extension: Help children make up titles for the stories on this page. Then have them write one sentence to explain why they chose that title.

Name Oregory.

Date _____

Our town library had an art exhibit. I read about it in our local paper. The paper said that the exhibit had been a huge success. Over one hundred people had

exhibited their paintings. One painting of a waterfall had received a great deal of admiration. A photograph of it was included in the paper. It really was a terrific painting!

Choose an underlined word to match each definition. Write the word on the blanks. Then use the numbers below the blanks to uncode the hidden message.

- very, very good; great t e r r i f i c
6 17 9 1
- something that turns out well s u c c e s s
4 7
- from a certain place l o c a l
8 2
- a feeling of respect that comes from liking something a lot a d m i r a t i o n
5 12 16 11 3
- was part of t e r r i f i c
13 10
- shown; put in public view
e x h i b i t e d
15 14
c a n e a r s o f
1 2 3 4 5 6 7 8 9
f o r e h e a r ?
10 11 12 13 14 15 16 17

"Ernie and the Mile Long Muffler," *Observing* (Hardcover: pages 10-24) *Reach Out* (Softcover: pages 10-24)

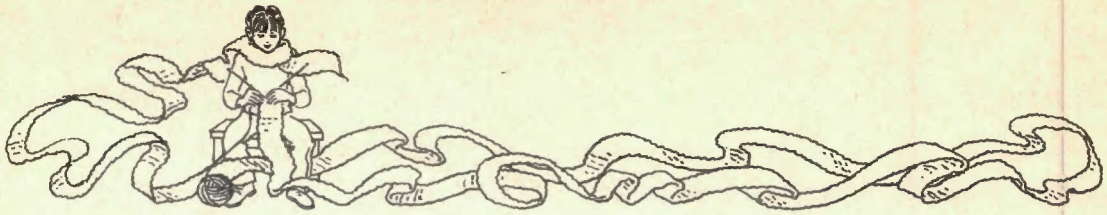
Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write each of the vocabulary words on a piece of paper. Then have them create their own coded message using numbered blanks as is done on this page.

Name

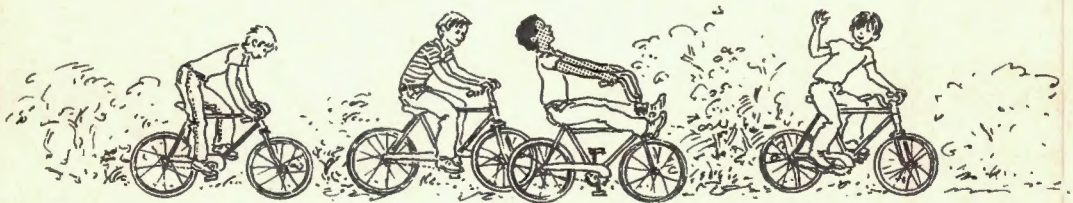
Gregory

Date



Think about "Ernie and the Mile-Long Muffler." Put each group of sentences in the correct order. Write 1, 2, 3, 4, or 5.

- 3 Ernie decided to knit a mile-long muffler.
- 1 Ernie got bored while he waited for his chicken pox to get better.
- 2 Uncle Simon taught Ernie how to knit.
- 4 The boys made fun of Ernie and his knitting.
- 5 Ernie took his knitting to school.



- 1 Ernie decided to stop knitting the muffler.
- 2 Ernie taught the class how to knit.
- 3 Ernie felt better when the newspaper did a story about him and his class.
- 5 Ernie rode bikes with Frankie, Alfred, and Edward once again.
- 4 Ernie began to look pale because he never went outside anymore.

"Ernie and the Mile Long Muffler," *Observing* (Hardcover: pages 10-24) *Reach Out* (Softcover: pages 10-24)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

Date _____

sideways/size

side•ways (sīd'wāz) *adv.* with one side forward: *Jim walked sideways through the gate.*

sign (sīn) *n.* **1.** any mark that stands for something: *The sign for addition is + .* **2.** a board giving information: *The sign says "Keep off."* *-v.* to put one's name on: *Please sign this letter.*

silly (sil'ē) *adj.* foolish: *We laughed at the silly jokes.*

six (siks) *n.* one more than five: *Kate has six cats.*

Use this dictionary page to answer the questions. Underline the answers.

- Which word could also be found on this page?
 - sibling
 - sick
 - silver
- Which word could **not** be found on this page?
 - sing
 - sickle
 - sister
- Where would you find the word sift?
 - before this page
 - after this page
 - c on this page
- Where would you find the word shy?
 - before this page
 - after this page
 - on this page
- Under which guide words would you find the word shrub?
 - show/shut
 - sharp/shot
 - shut/side
- Under which guide words would you find the word grill?
 - grape/green
 - grocer/guard
 - great/ground

"Ernie and the Mile Long Muffler," *Observing* (Hardcover: pages 10-24) *Reach Out* (Softcover: pages 10-24)

Objective: Use the dictionary: guide words, definitions, pronunciation key (*Study Skills*)

Extension: Have children list other words that would be found on a page with the guide words *sideways/size*.

Name

Gregory

Date

11/1/97

Read each story. Fill in the circle by the best title for the story.

1. Thanksgiving at Ernie's house is very special. The whole family, including Grandma, Grandpa, aunts, uncles, and cousins get together for a big turkey dinner. They are thankful they can all be together.
 - ☐ (a) Everyone is Special
 - ☒ (b) Thanksgiving is Special
 - ☐ (c) Uncles and Cousins
2. Jan is teaching Sam how to knit. First she showed him the knit stitch. Now she is showing him the purl stitch. With these two stitches, Sam can knit a scarf for himself.
 - ☐ (a) The Purl Stitch
 - ☒ (b) Sam Learns How To Knit
 - ☐ (c) Jan And Sam
3. Tim's favorite word is "terrific." If he has a good idea, he says it is a terrific idea. If he enjoys his lunch, he says it is a terrific lunch. Finally his mother said, "Don't you know any other word!"
 - ☒ (a) Tim's Terrific Lunch
 - ☐ (b) A Terrific Idea
 - ☐ (c) Tim and "Terrific"
4. Joanne was very successful at her school Sports Day. She won the high jump event and came in second in the long jump competition. She was also on the winning relay team. Joanne couldn't wait for next year's Sports Day.
 - ☐ (a) School Sports
 - ☒ (b) Joanne's Successful Day
 - ☐ (c) The Winning Relay Team

"In Which Pooh Goes Visiting," *Observing* (Hardcover: pages 26-35) *Reach Out* (Softcover: pages 26-35)

Objective: Select the best title for a story (Comprehension and Vocabulary Skills)

Extension: Have children write the title for Exercise 1. Then have them rewrite the story to tell how they would spend Thanksgiving day.

Name _____

Date _____

Dieting was difficult for Mrs. Bloom. Oh how she wished there was a more convenient way to lose weight. But she finally decided a diet was necessary. Whenever she got hungry, she tried sustaining herself with a carrot. Day by day she could feel herself

getting slenderer. After two months she said gaily, "I'm now slim and trim and full of vim." But Mrs. Bloom knew she still couldn't get greedy and eat everything in sight. So whenever she felt even slightly hungry, she thought of her new trim body and ran for a carrot.

A. Match each word with its definition. Write the letter of the definition on the line.

- | | |
|-----------------------|------------------------------|
| <u>e</u> 1. difficult | a. wanting to have something |
| _____ 2. gaily | b. thinner; slimmer |
| _____ 3. greedy | c. a little bit |
| _____ 4. convenient | d. helping; comforting |
| _____ 5. slightly | e. hard to do |
| _____ 6. sustaining | f. easy; not hard to do |
| _____ 7. slenderer | g. happily; in a joyful way |

B. Choose two underlined words from the story at the top of the page. Write a sentence for each.

1. _____

2. _____

"In Which Pooh Goes Visiting," *Observing* (Hardcover: pages 26-35) *Reach Out* (Softcover: pages 26-35)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write the word *sustaining* on a piece of paper. Then have them write as many words as they can using only those letters found in *sustaining*.

Name _____

Date _____

Think about "In Which Pooh Goes Visiting." Answer each question. Fill in the circle by the best answer.

1. Why did Rabbit say he was not home?
 - (a) He didn't want Pooh to come in.
 - ☒ (b) He didn't want to let just anyone in.
 - (c) He was sleeping.
2. What did Pooh like best about going to Rabbit's house?
 - (a) He liked talking to Rabbit.
 - (b) He liked taking a walk with Rabbit.
 - (c) He liked eating a snack.
3. Why couldn't Pooh get out through Rabbit's Door?
 - (a) He had eaten too much.
 - (b) Christopher Robin wouldn't let him get out.
 - (c) Rabbit was holding his back legs.
4. Whom did Rabbit go to for help?
 - (a) He went to get all his friends and relations.
 - (b) He went to get Christopher Robin.
 - (c) He fetched Pooh's mother.
5. How long did Pooh have to stay in the hole?
 - (a) He had to stay an hour.
 - (b) He had to stay a day.
 - (c) He had to stay a week.
6. What did Christopher Robin do for Pooh as he was waiting to get thin?
 - (a) He fed him his meals.
 - (b) He read to him.
 - (c) He hung towels on him.

"In Which Pooh Goes Visiting," *Observing* (Hardcover: pages 26-35) *Reach Out* (Softcover: pages 26-35)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

Date _____

Which group of words tells about the picture? Underline the answer.

1.



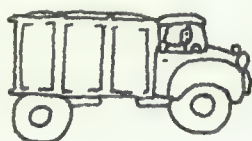
- a. the boys pony
- b. the boy's pony
- c. the boys' pony

2.



- a. the four girls hats
- b. the four girl's hats
- c. the four girls' hats

3.



- a. Beths truck
- b. Beth's truck
- c. Beths' truck

4.



- a. the three childrens bikes
- b. the three children's bikes
- c. the three childrens' bikes

5.



- a. the three pigs houses
- b. the three pig's houses
- c. the three pigs' houses

6.



- a. Fathers car
- b. Father's car
- c. Fathers' cars

7.



- a. the cows bells
- b. the cow's bells
- c. the cows' bells

8.

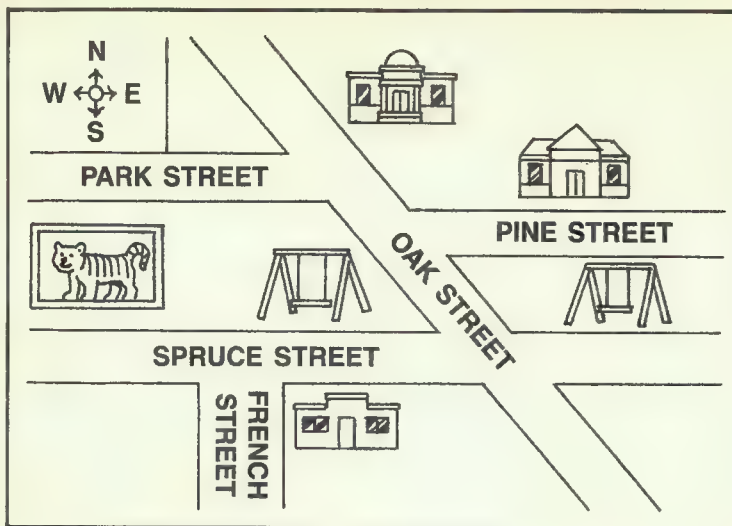


- a. the two womens garden
- b. the two women's garden
- c. the two womens' garden

Name _____

Date _____

New City



KEY

school



museum



playground



library



zoo



Use this map to answer the questions. Circle the answers.

1. Which symbol stands for a museum?



2. What is at the intersection of Spruce Street and French Street?

a school a library a zoo

3. How many playgrounds are shown on this map?

2

3

4

4. What does a  stand for?

a school a museum a library

5. Which street is on the north side of the zoo?

Oak Street

Spruce Street

Park Street

6. Which street is on the south side of the library?

Pine Street

Oak Street

Spruce Street

7. The zoo is in what direction from the library?
- north south east west

8. The museum is in what direction from the school?
- north south east west

"In Which Pooh Goes Visiting," *Observing* (Hardcover: pages 26-35) *Reach Out* (Softcover: pages 26-35)

Objective: Interpret graphic aids: maps (key, compass rose)
(Study Skills)

Extension: Have children write their own questions using symbols from the key in place of words.

Name _____

Date _____

Read each story. Then finish each sentence. Fill in the circle by the answer.

A. Katy went for a walk to collect nuts, leaves, and seed pods to make a collage. She had been walking in the woods for a long time, when she realized it was getting dark. She quickly started back to the campsite but soon had to stop. She didn't know which way to go! "Oh no," she said, "this is terrible." Her eyes filled with tears, and she began to cry.

- | | |
|--|--|
| <p>1. Katy was in the woods to _____.</p> <p>(a) learn about leaves</p> <p>(b) see it get dark</p> <p>(c) collect things for a collage</p> | <p>2. When Katy didn't know which way to go, she felt _____.</p> <p>(a) tired</p> <p>(b) frightened</p> <p>(c) angry</p> |
|--|--|

B. Bernard liked to draw animals. Every chance he got Bernard went to the zoo and took his sketch book and pencils with him. One day Bernard was just finishing a drawing of an elephant, when the elephant came over to him and said, "Oh what a nice picture. Could you do another one for my mother?" Bernard's eyes opened wide, and his mouth dropped. He couldn't say a word!

- | | |
|---|---|
| <p>1. Bernard went to the zoo because he _____.</p> <p>(a) liked zoos</p> <p>(b) spoke to elephants</p> <p>(c) wanted to draw animals</p> | <p>2. When the elephant spoke, Bernard was _____.</p> <p>(a) amazed</p> <p>(b) touched</p> <p>(c) angry</p> |
|---|---|

"Katy Did It," *Observing* (Hardcover: pages 38-51) *Reach Out* (Softcover: pages 38-51)

Objective: Make inferences about a character's motives or feelings (*Literature and Language Skills*)

Extension: Have children reread the story in Part B. Have them find the two sentences that show that Bernard felt amazed. Have them write those sentences on a piece of paper and draw a picture to illustrate them.

Name _____

Date _____

It was a dreary, rainy day. Nick decided to make some cocoa. The directions said to add the contents of the package to one cup of milk, and heat, while stirring occasionally. Nick was reasonably certain that he had followed the directions

correctly and was looking forward to his cocoa. But when he picked up the pot, the handle detached itself, and cocoa went everywhere. Fortunately Nick did not get burned, but the cocoa was definitely ruined!

A. Choose an underlined word to finish each sentence.
Write the word in the sentence.

1. William dumped the _____ of his toy box onto the floor.
2. _____, Daddy makes pancakes for breakfast on Sunday morning.
3. The garden was _____ because there was no rain for three weeks.
4. Blueberries are _____ priced right now.
5. We should let some light into this _____ room.
6. Tony _____ a stamp from the book and pasted it onto his letter.

"Katy Did It," *Observing* (Hardcover: pages 38-51) *Reach Out* (Softcover: pages 38-51)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Help children complete the following sentence on a piece of paper: *If I were given a surprise package, I would like the contents to be*

Name _____

Date _____

Think about "Katy Did It." Match the beginning of each sentence with its ending. Write the letter of the ending on the line.



- | | |
|---|-------------------------------------|
| _____ 1. Katy and her father | a. it started to rain. |
| _____ 2. As they got near the campsite, | b. made stew for supper. |
| _____ 3. Katy's father | c. went on a camping trip together. |
| _____ 4. Katy | d. the stew became soup. |
| _____ 5. The tarp fell, and | e. put up the tents. |



- | | |
|---|----------------------------|
| _____ 6. For breakfast, Katy had | f. a weasel. |
| _____ 7. As they walked along, they ate | g. oatmeal in a cup. |
| _____ 8. Father spotted | h. her first leaf of fall. |
| _____ 9. Katy found | i. has its ups and downs. |
| _____ 10. Katy learned that camping | j. a snack called gorp. |

Name _____

Date _____

Read each sentence. What is the meaning of the underlined word? Fill in the circle by the answer.

- | | |
|--|--|
| <p>1. I was worried and had a <u>sleepless</u> night.</p> <p>(a) in a sleepy way</p> <p>(b) without sleep</p> <p>(c) full of sleep</p> | <p>2. Linda was <u>careful</u> not to fall.</p> <p>(a) without care</p> <p>(b) care again</p> <p>(c) full of care</p> |
| <p>3. A turtle moves <u>slowly</u>.</p> <p>(a) in a slow way</p> <p>(b) not slow</p> <p>(c) slow down</p> | <p>4. Mona's dress is <u>pocketless</u>.</p> <p>(a) one who has pockets</p> <p>(b) without a pocket</p> <p>(c) full of pockets</p> |
| <p>5. This tarp might be <u>useful</u>.</p> <p>(a) use again</p> <p>(b) without use</p> <p>(c) full of use</p> | <p>6. Scott <u>bravely</u> told the truth.</p> <p>(a) not brave</p> <p>(b) brave again</p> <p>(c) in a brave way</p> |
| <p>7. We picked a <u>cloudless</u> day for our school picnic.</p> <p>(a) without a cloud</p> <p>(b) full of clouds</p> <p>(c) cloudy</p> | <p>8. This painting is very <u>colorful</u>.</p> <p>(a) color again</p> <p>(b) full of color</p> <p>(c) without color</p> |
| <p>9. Would you <u>kindly</u> move over?</p> <p>(a) in a kind way</p> <p>(b) not kind</p> <p>(c) without kindness</p> | <p>10. It began to look <u>hopeless</u> for our team.</p> <p>(a) hope again</p> <p>(b) with hope</p> <p>(c) without hope</p> |

"Katy Did It," *Observing* (Hardcover: pages 38-51) *Reach Out* (Softcover: pages 38-51)

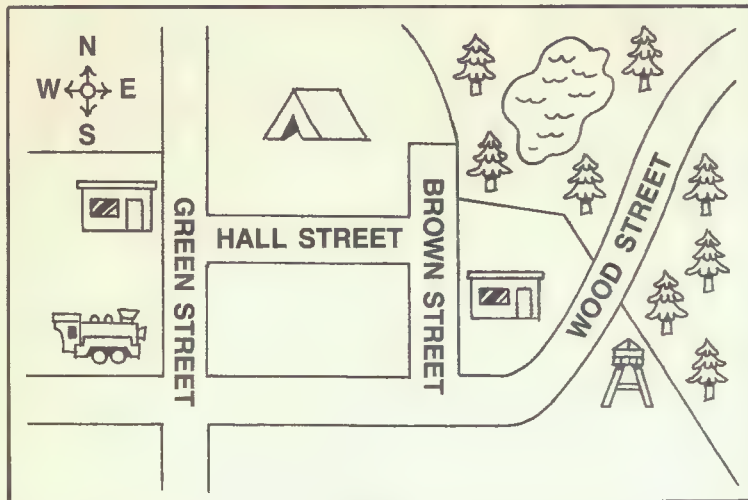
Objective: Identify suffixes: -ful, -less, -ly
(Decoding and Phonics Skills)

Extension: Have children find the three underlined words that mean *full of something* and write them on a piece of paper. Then have them rewrite those words using the suffix that means *without*.

Name _____

Date _____

TeatownCity



KEY

store	
ranger station	
train station	
forest	
pond	
campground	

Use this map to answer the questions. Circle the answers.

1. Which symbol stands for a campground?



2. What does a stand for?

a train station a bus station
a ranger station

3. The pond is in what direction from the campground?

north south east west

4. What is at the intersection of Brown Street and Wood Street?

a pond a store a train station

5. Which street crosses the forest?

Wood Street Brown Street
Green Street

6. Which street is west of Hall Street?

Wood Street Green Street
Brown Street

7. How many stores are shown on this map?

1 2 3

8. The ranger station is in what direction from the pond?

north south east west

Name _____

Date _____

Which sentence is **opinion**? Fill in the circle by the answer.

- | | |
|---------------------------------------|---|
| 1. (a) A horse is in the stable. | 2. (a) Owls are more active at night than in the day. |
| (b) A horse can trot and gallop. | (b) Owls eat mice and other small animals. |
| (c) Horses make the best pets. | (c) Owls are scary birds. |
| 3. (a) Anne had a job last summer. | 4. (a) Granola is made from nuts and grains. |
| (b) Anne got paid each week. | (b) Granola sometimes has raisins in it. |
| (c) Anne's job was great! | (c) Granola tastes good. |
| 5. (a) Swans are a kind of bird. | 6. (a) Blueberries grow on bushes. |
| (b) Swans are graceful and beautiful. | (b) Blueberries are delicious. |
| (c) Swans have webbed feet. | (c) Blueberries are round. |
| 7. (a) Candles are pretty to look at. | 8. (a) Soccer is played with a ball. |
| (b) Candles are made from wax. | (b) Both boys and girls can play soccer. |
| (c) Candles give light when lit. | (c) Soccer is the fastest sport of all. |
| 9. (a) That painting is silly. | 10. (a) The children had a test on Monday. |
| (b) The painting is hung on the wall. | (b) The test was very difficult. |
| (c) Picasso painted that painting. | (c) It was a spelling test. |

"Lorenzo and Angelina," *Observing* (Hardcover: pages 54-69) *Reach Out* (Softcover: pages 54-69)

Objective: Identify facts and opinions (*Comprehension and Vocabulary Skills*)

Extension: Have children write the following sentences on a piece of paper: *There is a lot of sand on a beach. You can make castles in the sand.* Then have them write an opinion sentence about the same subject.

Name _____

Date _____

attention	budge	determined	furious	glory
insult	complete	scold	explorer	

Circle the word that finishes the sentence.

- | | |
|--|--|
| <p>1. One man got all the _____
for finding the lost child.
glory glorious furious</p> <p>3. You should pay _____ in
class.
complete attention
determined</p> <p>5. Daddy couldn't _____ the
tree that fell in our path.
budge bug bought</p> <p>7. I want to be a space _____
when I grow up.
explorer expect except</p> <p>9. The book Sal was writing
is now _____.
comet computer
complete</p> <p>11. The stubborn mule
wouldn't _____.
bridge budge moved</p> | <p>2. Mother will _____ you if
you break that plate.
scared skate scold</p> <p>4. Sammy is _____ to catch
a fish.
desert determined
complete</p> <p>6. You should never _____
a friend.
insult inside instead</p> <p>8. Pam will be _____ if you
are late.
furry furious fuss</p> <p>10. The angry man shouted
one _____ after another.
attention explorer
insult</p> <p>12. May I please have your
_____.
scold attention act</p> |
|--|--|

"Lorenzo and Angelina," *Observing* (Hardcover: pages 54-69) *Reach Out* (Softcover: pages 54-69)

Objective: Use vocabulary words (Comprehension and Vocabulary Skills)

Extension: Have children write the following sentence: Jeff will be very angry with you if you hurt his feelings and yell at him in front of his friends. Then have them replace the underlined words with vocabulary words.

Name _____

Date _____

Read each story. Then answer the questions. Underline the answers.

A. Susie fed her mice every day. She fed them as soon as she got home from school. One day, Susie came home from school and noticed that the mice were not in their cage! Susie started to look for the mice. She hoped she would find them before her cat did!

- | | |
|---|---|
| <p>1. How did Susie feel when she couldn't find her mice?</p> <ul style="list-style-type: none">a. Susie felt greedy.b. Susie felt angry.c. Susie felt worried. | <p>2. Why had Susie gone to the mice cage?</p> <ul style="list-style-type: none">a. She wanted to play with the mice.b. She was going to feed the mice.c. She wanted to see the hole in the cage. |
|---|---|

B. Mother asked Freddy to clean the kitchen floor while she ran to the food store. She said that some friends were coming to visit. Instead of cleaning the floor, Freddy took out his finger paints. He spread newspaper on the kitchen floor and started to paint a picture. Then Freddy's dog came in and walked on the wet paint. What a mess it made!

- | | |
|---|--|
| <p>1. How do you think Freddy's mother will feel when she gets home?</p> <ul style="list-style-type: none">a. She will feel terrific.b. She will be furious.c. She will be tired. | <p>2. Why did Mother run to the food store?</p> <ul style="list-style-type: none">a. She wanted to get some exercise.b. She worked in the store.c. She needed food for the visitors. |
|---|--|

"Lorenzo and Angelina," *Observing* (Hardcover: pages 54-69) *Reach Out* (Softcover: pages 54-69)

Objective: Make inferences about a character's motives or feelings (*Literature and Language Skills*)

Extension: Have children write a story about a time when they felt worried or furious. Encourage them to explain the causes for their feelings.

Name _____

Date _____

Read each story. Then finish the sentence. Fill in the circle by the answer.

1. The whole family got ready to visit Grandma and Grandpa. Mother made sandwiches for the trip, and Father checked the map. The children looked for some books and games to play with in the car. Grandma and Grandpa live _____.
 - (a) not very far away
 - (b) far away
 - (c) next door
2. Eddie plays in a trio. The trio is getting ready to practice. Bob picks up his guitar. Sally picks up her flute. Eddie puts his instrument under his chin and picks up his bow. Eddie plays _____.
 - (a) the piano
 - (b) drums
 - (c) a fiddle
3. Annie wrote a letter to her cousin. She wrote about everything that was going on at school. Finally, Annie signed her name, put the letter in an envelope, and put a stamp on it. Then Annie took the letter _____.
 - (a) to school
 - (b) out to play
 - (c) to the mailbox
4. B.J. walked through the house. He was looking for something to do. He picked up a toy with his mouth and shook it hard. Then he lay down on the doormat. After a few minutes he went to get a drink of water from his bowl in the kitchen. B.J. is a _____.
 - (a) bird
 - (b) dog
 - (c) boy

"A Box Full of Infinity," *Observing* (Hardcover: pages 72-83) *Reach Out* (Softcover: pages 72-83)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Have children divide a piece of paper into four sections. Then have them note the clue words that helped them know the answer in each story and write those words in the appropriate section.

Name _____

Date _____

infinity	ought	pretzel	scowled
splendid	nasty	golden	

Read each pair of sentences. The underlined word is used correctly in only one of the sentences. Place a check by the sentence that is correct.

1. _____ a. If you count all the stars, you would count to infinity.
 _____ b. There is an infinity of letters in the word *run*.
2. _____ a. The angry boy scowled at his dirty dog.
 _____ b. The happy boy scowled when he found the money.
3. _____ a. The warm sun feels nasty on my face.
 _____ b. The driving rain feels nasty on my face.
4. _____ a. Mary did a splendid dive off the high board.
 _____ b. Mary's muddy, dirty, shoes look splendid.
5. _____ a. I am going to ride my pretzel to school.
 _____ b. I have a pretzel in my lunch box.
6. _____ a. Ben ought to run in the middle of the street.
 _____ b. Ben ought to look both ways before he crosses the street.
7. _____ a. Sally's hair was golden as the dark night.
 _____ b. Sally's hair was as golden as the sun.

"A Box Full of Infinity," *Observing* (Hardcover: pages 72-83) *Reach Out* (Softcover: pages 72-83)

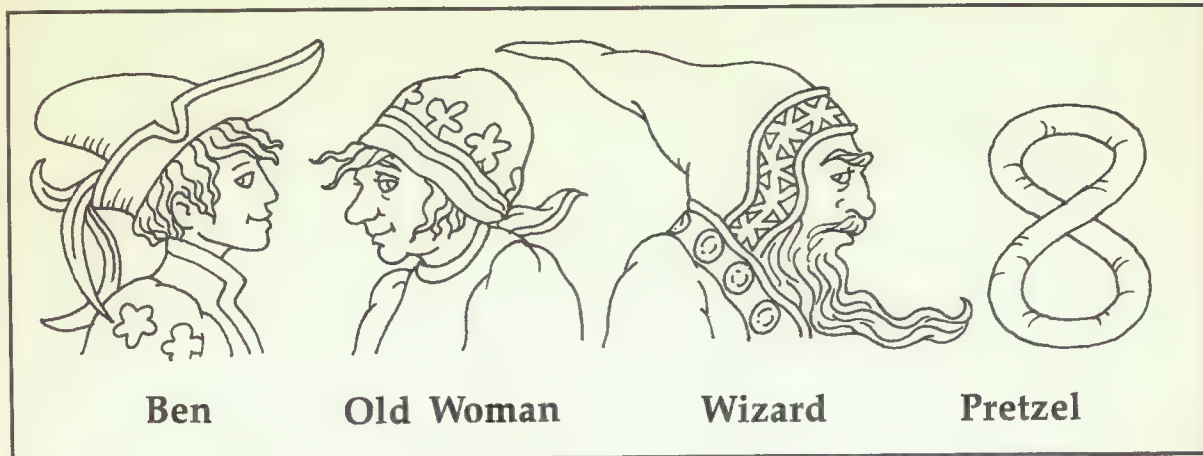
Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children complete the following sentences in as many ways as they can: *All children ought to _____*. Have them write their completed sentences on a piece of paper.

Name _____

Date _____

Think about "A Box Full of Infinity." Who made each of the following statements? Write the answer.



1. "I have been poor all my life.
I don't mind having nothing." _____
2. "You are a good young man.
I must do something for you." _____
3. "It is called *Infinity*. It is the
most of anything there is." _____
4. "I am looking for my fortune.
I will try." _____
5. "You must beat me in three
contests." _____
6. "You see. I was right. You
lost." _____
7. "I made you yell. So I made the
noise." _____
8. "And one more." _____

Name _____

Date _____

Read each pair of sentences. Match each underlined word with its meaning. Write the letter of the meaning on the line.

- | | |
|---|---|
| _____ 1. Mr. Long needs a <u>saw</u> , some wood, and some nails. | a. to look at |
| _____ 2. Pam <u>saw</u> two birds in the tree. | b. a tool used to cut with |
| _____ 3. We're going to the <u>coast</u> for the weekend. | a. the land next to the sea |
| _____ 4. We ran out of gas and had to <u>coast</u> home. | b. to go without power |
| _____ 5. Rico is the <u>star</u> of the show. | a. a bright light in the night sky |
| _____ 6. I made a wish on a <u>star</u> . | b. an important person in a play |
| _____ 7. Muriel climbed to the <u>top</u> of the mountain. | a. the highest part |
| _____ 8. Ned gave his sister the <u>top</u> to play with | b. a toy that spins around |
| _____ 9. Be careful that you don't <u>fall</u> off the ladder. | a. the time of year between summer and winter |
| _____ 10. Many leaves change color in the <u>fall</u> . | b. to drop down from a higher place |

"A Box Full of Infinity," *Observing* (Hardcover: pages 72-83) *Reach Out* (Softcover: pages 72-83)

Objective: Define multiple-meaning words using context clues (*Comprehension and Vocabulary Skills*)

Extension: Have children divide a piece of paper into two sections. Then have them choose one of the underlined words and draw pictures to illustrate the two different meanings of that word.

Name _____

Date _____

band (band) *n.* 1. a thin, flat strip of material: *The cap has a white band around it.* 2. a group of musicians: *The band played happy music.*

bear (ber) *n.* a very large furry animal: *Tony saw a brown bear in the zoo.* -*v.* to carry or support:

That thin board can't bear your weight.

bite (bit) *v.* to cut with the teeth: *John will bite the apple.*

black (blak) *adj.* opposite of white: *These letters are black.*

Use this dictionary page to answer the questions. Underline the answers.

1. What does the word black mean?
 - a. colorful
 - b. opposite of white
2. What does the word bite mean?
 - a. swallow
 - b. cut with the teeth
3. Which sentence uses the *n.* meaning of the word bear?
 - a. The bear sleeps all day.
 - b. The floor won't bear a heavy weight.
4. Which sentence uses the *n.* meaning of the word band?
 - a. Mary wore a red band around her head.
 - b. The band played all night.
5. Which meaning of the word bear is used in the following sentence?
The bear lives in the forest.
 - a. *n.* a very large furry animal
 - b. *v.* to carry or support
6. Which meaning of the word band is used in the following sentence?
The band plays beautifully.
 - a. *n.* 1. a thin flat strip of material
 - b. *n.* 2. a group of musicians

"A Box Full of Infinity," *Observing* (Hardcover: pages 72-83) *Reach Out* (Softcover: pages 72-83)

Objective: Use the dictionary: guide words, definitions, pronunciation key (*Study Skills*)

Extension: Help children write a sentence for each of the following meanings of the word *sign*: 1) a board giving information, 2) to put one's name on.

Name _____

Date _____

Match each story with its title. Write the letter of the answer on the line.

- | | |
|---|---|
| <p>_____ 1. Sue wanted to be in the school play. She felt quite nervous before her audition, but once she went on stage she felt better. When her audition was over, she felt that she had read quite well.</p> | |
| <p>_____ 2. The next day, Sue learned that she had gotten the part. She was so excited that she jumped up and down. Rehearsals would begin next week.</p> | <p>a. Sue Looks For A Giraffe</p> |
| <p>_____ 3. Once rehearsals started, Sue learned that there wasn't anyone to play the part of the giraffe. She asked all her friends if they wanted to be the giraffe. Finally she asked her friend Jan. "Jan, you'd be a great giraffe!"</p> | <p>b. Sue Gets The Part</p> <p>c. Jan the Giraffe</p> |
| <p>_____ 4. Jan wasn't sure she wanted to be a giraffe. She walked around in the costume. Then she read the giraffe's lines. Jan decided she would enjoy being the giraffe. "I'll do it," said Jan.</p> | <p>d. Sue's Audition</p> |

"Behind the Scenes of a Broadway Musical," *Observing* (Hardcover: pages 84-99) *Reach Out* (Softcover: pages 84-99)

Objective: Select the best title for a story (*Comprehension and Vocabulary Skills*)

Extension: Have children write a sentence to describe how Sue and/or Jane felt in each story.

Name _____

Date _____

Every summer at camp we put on a performance to entertain our parents on visiting day. This year we decided to put on a musical. Mr. Snow was the director.

He was responsible for casting all the characters. Mrs. Snow was the stage manager. She was responsible for finding all the necessary props and costumes.

Read each sentence. Fill in the circle by the meaning of the underlined word.

1. Ruthie promised to take me to see this musical.
 (a) adventure
 (b) a play set to music
2. The casting for the play has been completed.
 (a) scenery
 (b) selecting the actors
3. There are some funny characters in this play.
 (a) costumes
 (b) the people a story or play tells about
4. Jo is the manager of our softball team.
 (a) cheerleader
 (b) person who directs or leads
5. The magician will entertain the children.
 (a) hold the attention of
 (b) watch
6. Our teacher made all the costumes for the school play.
 (a) curtains
 (b) clothes worn when pretending to be someone else
7. Please water these plants whenever it is necessary.
 (a) needed
 (b) wet
8. The next performance of this show is at two o'clock.
 (a) passenger
 (b) public showing

"Behind the Scenes of a Broadway Musical," *Observing* (Hardcover: pages 84-99) *Reach Out* (Softcover: pages 84-99)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children list all the vocabulary words in alphabetical order.

Name _____

Date _____

Think about "Behind the Scenes of a Broadway Musical." If the sentence is true, write **True**. If the sentence is not true, write **False**.

1. This story tells how some children put on a play at school. _____
2. The musical the children put on was called *Really Rosie*. _____
3. The cast are the people who perform in a play. _____
4. The casting of *Really Rosie* took only a short time. _____
5. There were 150 characters in the play. _____
6. The director plays the main character in the play. _____
7. The crew are the people who work on the scenery, costumes, and lighting. _____
8. Everything that happens on stage must be practiced. _____
9. A preview is the very first rehearsal. _____
10. In a good play, the character's lines sound like the actor's own words. _____

"Behind the Scenes of a Broadway Musical," *Observing* (Hardcover: pages 84-99) *Reach Out* (Softcover: pages 84-99)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

Date _____

Read each statement. If the statement is an opinion, write **opinion**. If the statement is a fact, write **fact**.

- | | |
|-------|--|
| _____ | 1. The play was shown at 8:00 on Saturday in the school gym. |
| _____ | 2. The play was very good. |
| _____ | 3. John takes great photographs. |
| _____ | 4. John framed that photograph and hung it on the wall. |
| _____ | 5. Bike riding is more fun than roller skating. |
| _____ | 6. Both bikes and roller skates have wheels. |
| _____ | 7. There were not enough dancers, so the show was boring. |
| _____ | 8. We went to see a show called "Dance With Your Daddy." |
| _____ | 9. It started raining at noon, and it rained until evening. |
| _____ | 10. There was too much rain. |
| _____ | 11. This toy costs too much. |
| _____ | 12. This toy costs \$5.99. |
| _____ | 13. Today is a beautiful day. |
| _____ | 14. Today is Wednesday. |

"Behind the Scenes of a Broadway Musical," *Observing* (Hardcover: pages 84-99) *Reach Out* (Softcover: pages 84-99)

Name _____

Date _____

Look at the words in the box. Underline the word your teacher says.

1. circus <u>success</u> sucked	2. included ankle uncle	3. look locked local	4. terrible terrific tickets
5. admiration admission attention	6. dreary great greedy	7. gaily greedy glory	8. slowly slightly shiny
9. stronger sweater slenderer	10. sustaining saving staying	11. compass contest contents	12. reward roar reared
13. admiration attention admission	14. dreary greedy dream	15. rolled ruined round	16. detached dragonish touched
17. glory gaily greedy	18. bush bug budge	19. furry fuss furious	20. Gloria glory glorious
21. school scold scowled	22. insult inside instead	23. contents compass complete	24. ought out at
25. precious pretzel pencil	26. noisy nasty nest	27. scowled scold school	28. golden gold garden
29. crossing canning casting	30. mayor manager monitor	31. musical music musician	32. practice propeller performance

Cumulative Vocabulary Review

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children choose four of the underlined words. Have them use each word in a sentence. Specify that they may use two or more words in one sentence.

Name _____

Date _____

Read each sentence. What is the meaning of the underlined word? Fill in the circle by the answer.

1. The boat sailed around the key.
 - (a) a tool that can open a lock
 - (b) a low island
 - (c) the part of a machine that is pressed down
2. To make a good snowball, you must pack the snow well.
 - (a) to place things in something
 - (b) to push together
 - (c) a group of animals that live together
3. When I feel sad, I read something light to cheer me up.
 - (a) not heavy
 - (b) something that gives off brightness
 - (c) not serious, funny
4. We had a heat wave last summer.
 - (a) the motion of water
 - (b) to move the hand back and forth
 - (c) a sudden rush of anything
5. After we ate lunch, Father left a tip on the table.
 - (a) the end part
 - (b) a gift of money
 - (c) to lift one side
6. The dog with the game leg had to walk slowly.
 - (a) some kind of contest
 - (b) animals caught for food
 - (c) hurt
7. I will line this coat, so it will be very warm.
 - (a) a long, thin mark
 - (b) to cover the inside of
 - (c) a row
8. Tony tried to jam all his clothes into one bag.
 - (a) to press into a tight space
 - (b) a sweet food made from fruit
 - (c) to become stuck and not work

"Music, Music for Everyone," *Observing* (Hardcover: pages 110-120) *Reach Out* (Softcover: pages 110-120)

Objective: Define multiple-meaning words using context clues
(Comprehension and Vocabulary Skills)

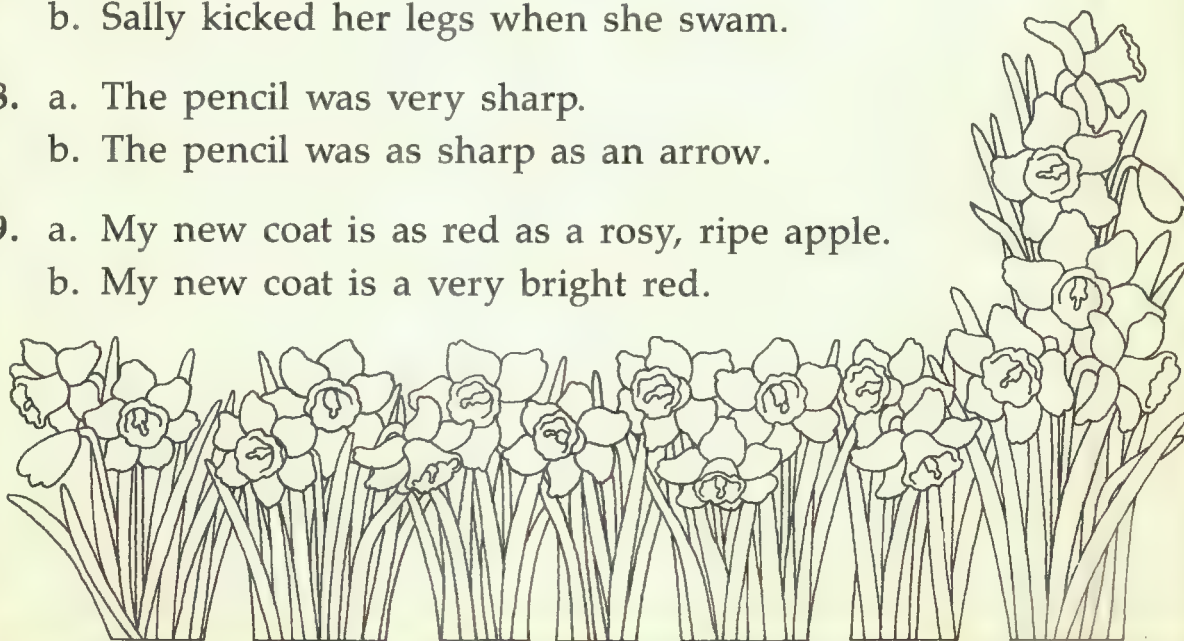
Extension: Have children choose one of the meanings that they did *not* select. Have them write a sentence in which the word has that meaning.

Name _____

Date _____

Read each pair of sentences. Underline the sentence that tells how two different things are alike.

1. a. The flute sounded as sweet as a bird's song.
b. The flute music sounded very sweet.
2. a. The daffodils were very bright yellow.
b. The daffodils were as bright as gold.
3. a. The fire engine flew by like a bullet.
b. The fire engine could go 60 miles per hour.
4. a. In the dark, the cat's eyes were as bright as diamonds.
b. A cat's eyes can see in the dark.
5. a. I never heard thunder as loud as that before.
b. The thunder boomed like a cannon.
6. a. John felt terrific today. It was spring.
b. John felt as terrific as the first sunny, bright day of spring.
7. a. Sally could swim like a fish.
b. Sally kicked her legs when she swam.
8. a. The pencil was very sharp.
b. The pencil was as sharp as an arrow.
9. a. My new coat is as red as a rosy, ripe apple.
b. My new coat is a very bright red.



"Music, Music for Everyone," *Observing* (Hardcover: pages 110-120) *Reach Out* (Softcover: pages 110-120)

Objective: Interpret figurative language: simile (*Literature and Language Skills*)

Extension: Have children write the following sentence on a piece of paper: *Marie was as scared as a _____ in a _____.* Have them complete the sentence in as many different ways as they can.

Name _____

Date _____

anniversary

company

envelope

equal

instrument

pajamas

talents

- A. Read the story. Choose a word from the box to finish each incomplete sentence. Write the word in the sentence. Then reread the story to make sure your answers make sense.

My brother Ted and I both play a musical

_____. I play the drums, and Ted plays the accordion. Our very first performance took place just one year ago in our living room. We played a song in our

_____ for Mom and Dad. But now we play

for any _____ that comes to our house. We use

our _____ to entertain others and to earn money as well. We play at weddings or birthdays or

_____ parties. Any money we earn is divided into two _____ shares. I usually put my share into an _____ and bring it right to the bank. I am saving to buy a bigger set of drums.

- B. Choose two words from the box at the top of the page. Write a sentence for each.

1. _____

2. _____

"Music, Music for Everyone," *Observing* (Hardcover: pages 110-120) *Reach Out* (Softcover: pages 110-120)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write one sentence using *company* to mean "guests or visitors." Then have them write another sentence using *company* to mean "a business."

Name _____

Date _____

Think about "Music, Music for Everyone." Answer each question. Fill in the circle by the best answer.

1. Who helps the girl in the story take care of Grandma?
 - (a) Her mother, aunt, and uncle help her.
 - (b) Her mother and grandfather help her.
2. What did the girls do with the money they earned?
 - (a) They gave it to Grandma.
 - (b) They divided it into four equal shares.
3. What does Grandma like the girls to do?
 - (a) She likes them to sing.
 - (b) She likes them to play music.
4. Now that Grandma is sick, what can't she do?
 - (a) She can't talk.
 - (b) She can't come downstairs.
5. Why did the girl in the story put her share into the big money jar?
 - (a) She wanted to help her family.
 - (b) She wanted to buy a new accordion.
6. Why did a neighbor complain?
 - (a) He didn't think girls should be in a band.
 - (b) He worked at night, so he needed to sleep in the daytime.
7. What two things did money from the big money jar buy?
 - (a) The money bought a chair and an accordion.
 - (b) The money bought a cactus plant and a chair.
8. What was the band's first job?
 - (a) Mother asked them to play at the diner.
 - (b) Leora's mother asked them to play for a party.

"Music, Music for Everyone," *Observing* (Hardcover: pages 110-120) *Reach Out* (Softcover: pages 110-120)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

Date _____

Use a word with the same **beginning** sound as the picture to finish each sentence. Circle the answer.



- | | | | |
|------------------------------------|--------|------|-------|
| 1. Jenny will _____ some wood. | choke | chop | get |
| 2. The bells _____. | chimed | rang | child |
| 3. I don't like it when you _____. | chain | lie | cheat |



- | | | | |
|------------------------------------|---------|-------|--------|
| 4. A rosebush has _____. | flowers | thin | thorns |
| 5. Your _____ is part of your leg. | thigh | thank | knee |
| 6. The _____ took my lunch. | thought | thief | girl |



- | | | | |
|----------------------------------|--------|-------|-------|
| 7. Theo's cold made him _____. | wheeze | which | tired |
| 8. Bread can be made with _____. | when | eggs | wheat |
| 9. Who will _____ this cream? | beat | whip | while |



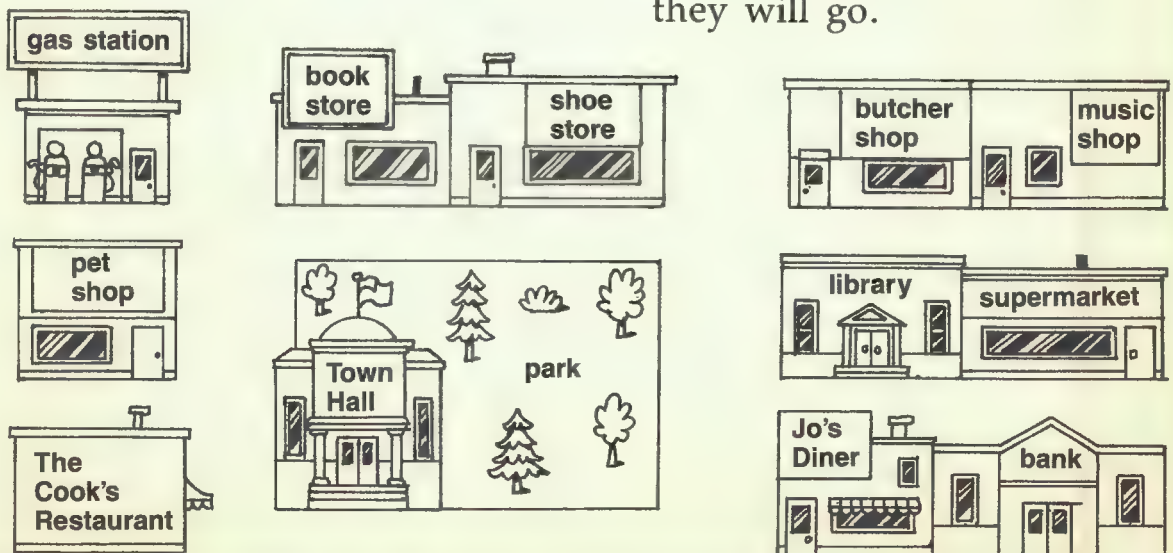
- | | | | |
|------------------------------------|-------|--------|-------|
| 10. Please _____ these shoes. | clean | shark | shine |
| 11. Pat _____ the door. | shut | closed | shout |
| 12. Jerry lived in a little _____. | house | shack | shake |

Name _____

Date _____

Read each story. Then follow the directions.

1. Joanne got some money for her birthday. She has decided to spend it on some more fish for her fish tank. She is on her way into town with her money. Put an X on the place she is going to.
2. Mother notices her library books are due back on the 26th. She looks at the calendar and says, "Oh my! Today is the 26th." Put a check mark by the place Mother will go to.
3. Ben has a hole in his sneakers. Every time he steps in a puddle his foot gets wet. Father says Ben can't wear those sneakers any longer, and he takes Ben to town. Draw a box around the place Ben and his father are going to.
4. Father and Ann are spending the day together. Father says, "The car is almost out of gas, and I don't have any money. We must go into town before we can do anything else." Put a 1 by the first place Ann and her father will go. Put a 2 by the second place they will go.



"Music, Music for Everyone," *Observing* (Hardcover: pages 110-120) *Reach Out* (Softcover: pages 110-120)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Read the following sentences to the children: *Mom is very tired. Dad says, "Don't bother cooking. Come with me."* Have children find the two places on this map where Mom and Dad might go.

Name _____

Date _____

While Karen was at summer camp, she received these postcards from four of her friends. Decide where each friend was spending his or her summer. Write the answer on the line.

1. Dear Karen,

Hi! I'm having a great time here. I entered a sandcastle building competition and came in second. Tomorrow I'm going to try body surfing in the waves.

Your friend,
Debbie

2. Dear Karen,

I've been going to the pool in the park to cool off. I ride the bus there. It's fun to ride past all the big buildings. There aren't so many people around as usual. I think they have all gone to the country.

Love,
Sue

3. Dear Karen,

It's really lovely here. I can see Bear Mountain from my cabin window. I go hiking every morning. I always take a photograph once I reach the peak. We have to put on sweaters at night because it gets quite chilly.

Yours,
Bob

4. Dear Karen,

I'm enjoying my stay here with Uncle Joe and Aunt Sissy. Yesterday I rode on the tractor, and every afternoon I help collect the eggs from the chickens. Tomorrow I'm going to learn how to milk a cow!

See you soon,
Kate

Name _____

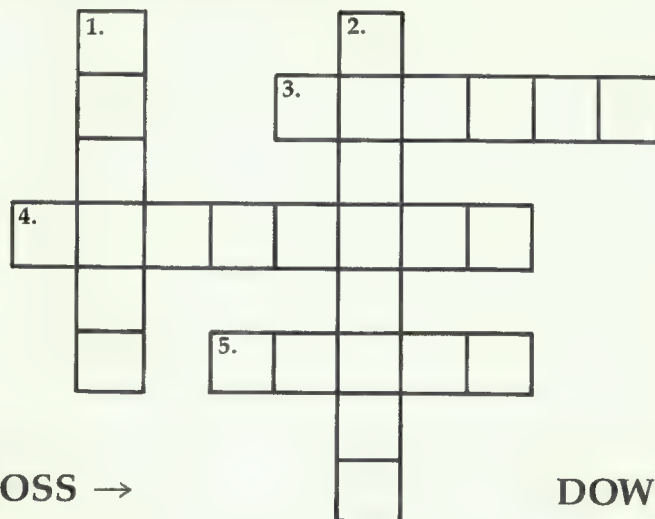
Date _____

Amelia stood on stage ready to sing the first verse of America. The choir would join her on the chorus. She had often talked about this moment with her music teacher, Mr. Cato. Mr Cato had told her to pretend that she was looking in a mirror and singing to herself. When the orchestra played the first

chord, Amelia trembled with fright. But as soon as she began singing, her fears flew away.

When she got off stage, Mr. Cato came over and hugged her. Then he opened his billfold and took out a small mirror. It was engraved with the words: "Amelia, the songbird of the mirror."

Choose an underlined word to finish each sentence.
Write the answers in the puzzle.



ACROSS →

DOWN ↓

- | | |
|--|---|
| 3. I often look in the _____ to see how I look. | 1. After Don sings the verse, we will all sing the _____. |
| 4. José _____ with excitement. | 2. Dan keeps his money in a _____. |
| 5. The way you put your fingers on the strings tells what _____ you will play. | |

"The Song of the Empty Bottles," *Observing* (Hardcover: pages 122-139) *Reach Out* (Softcover: pages 122-139)

Objective: Use vocabulary words (Comprehension and Vocabulary Skills)

Extension: Help children find the sentence in the story above that tells why Mr. Cato called Amelia "the songbird of the mirror." Have them write that sentence on a piece of paper and draw a picture to illustrate it.

Name _____

Date _____

A. Think about "Song of the Empty Bottles." Match each item in the first column with a statement from the second column. Write the letter of the answer on the line.

- | | |
|-------------------|---|
| _____ 1. goal | a. collect bottles and newspapers for money |
| _____ 2. helper | b. the robberies |
| _____ 3. plan | c. to get a guitar |
| _____ 4. problem | d. Thaddeus got his guitar |
| _____ 5. solution | e. Mr. Andrews |
| _____ 6. result | f. write a song for money |

B. Think about "Song of the Empty Bottles." Answer each question. Use a complete sentence.

1. In what ways did Thaddeus earn money to buy a guitar?

2. Do you think Thaddeus will take good care of his guitar? Why?

3. Tell about something you would like to have and how you could earn money for it.

Name _____

Date _____

Read each paragraph. Choose the **one** sentence that is an opinion. Write that sentence.

1. My hair is blonde and very straight. Blonde hair is prettier than brown hair. I haven't had a haircut since I was two years old, so now my hair is almost down to my waist.

2. We skated on the frozen pond this morning. We sang about the cold as we skated. My friend Sally is the best skater. When it started to get dark, I took off my skates, waved goodbye to my friends, and came home.

3. Sam has been playing soccer all season. He is the goalkeeper for the Bears. The Bears have only lost two games so far this year. The Bears are the best team in town.

4. People can do different things to keep in shape. Some people jog to keep fit, and others work out in a gym. Swimming and skating are good exercise, too. But riding a bike is the best way of all to keep fit.



"The Song of the Empty Bottles," *Observing* (Hardcover: pages 122-139) *Reach Out* (Softcover: pages 122-139)

Objective: Identify facts and opinions (*Comprehension and Vocabulary Skills*)

Extension: Have children choose one of the stories above and write it on a piece of paper, omitting the sentence that states an opinion. Then have them add another factual statement to the story.

Name _____

Date _____

Read the story. Then answer each question. Fill in the circle by the answer.

Tonight was the first performance of the school musical. Everyone backstage was rushing around, bumping into one another and giggling. Some of the cast were reading over their lines. The audience was already in their seats, but the show was late in starting. Some people in the audience were looking at their watches and shaking their heads. Finally, the teacher pulled up the curtain, and the orchestra began to play.

1. Was everyone backstage calm?

- (a) Yes (b) No

How do you know?

- (a) They were rushing around.
(b) They were shaking their heads.

3. Were people in the cast reading over their lines?

- (a) Yes (b) No

Why were they reading their lines?

- (a) They wanted the show to be late.
(b) They wanted to make sure they knew their lines.

2. Was the audience getting impatient?

- (a) Yes (b) No

How do you know?

- (a) They were looking at their watches and shaking their heads.
(b) They were giggling.

4. Did the curtain stay down?

- (a) Yes (b) No

Why did the teacher pull up the curtain?

- (a) Everyone was finally in the audience.
(b) The show was ready to begin.

Name _____

Date _____

amazement concrete confidence declared
experiences partners pressure sirens invited

Choose a word from the box to answer each question. Write the word on the line.

1. What is the feeling you get when you're good at something called? _____
2. What is a feeling of great surprise called? _____
3. Which word means "asked to come"? _____
4. What is a mixture of sand and water that is used for building called? _____
5. What is another word for "announced"? _____
6. What are horns that make very loud sounds called? _____
7. What are two people who join together called? _____
8. What force is made when one thing pushes on another? _____
9. What are all the things that a person has done called? _____

"A Bowl of Sun," Observing (Hardcover: pages 142-155) Reach Out (Softcover: pages 142-155)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children list all of the vocabulary words that tell about more than one thing (i.e., are plural). Then have them rewrite each word so that it names only one item. (i.e., is singular)

Name _____

Date _____

Read this paragraph from "A Bowl of Sun." Then answer each question. Use a complete sentence.

Megan held her breath. She forgot the terrifying sounds of traffic that had been ringing in her ears. She forgot her scraped knees. She even forgot about Mike. She felt the cool, damp clay turn beneath her fingers. She imagined a shape and felt it growing under the pressure of her hands. She remembered the sea. She remembered the sand castles that she and Mike had made. She thought of the sun going down in a pink sky.

1. What had Rose taught Megan right before this part of the story took place?

2. Why is this part of the story important?

3. The last line of the story says: "The important feeling was back." What was the important feeling?



"A Bowl of Sun," *Observing* (Hardcover: pages 142-155) *Reach Out* (Softcover: pages 142-155)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

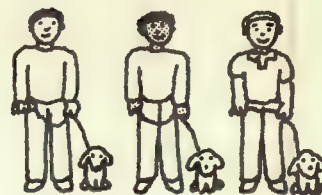
Date _____



the boy's dog



the boys' dogs



the men's dogs

Circle the word that finishes the sentence.

1. _____ house is blue.
Jacobs Jacob's Jacobs'
2. That _____ car is broken.
man man's mans'
3. The two _____ walked
to school.
girls girl's girls'
4. Those three _____ boats
floated away.
boys boy's boys'
5. All _____ necks are long.
swans swan's swans'
6. _____ pet is a cat.
Annes Anne's Annes'
7. The two _____ bikes are red.
friends friend's friends'
8. Four _____ came to school.
fathers father's fathers'
9. The _____ shoes were wet.
childrens children's childrens'
10. _____ dress is beautiful.
Mothers Mother's Mothers'
11. She sat in the three
_____ chairs.
bears bear's bears'
12. The _____ instruments
are ready.
womens women's womens'

"A Bowl of Sun," *Observing* (Hardcover: pages 142-155) *Reach Out* (Softcover: pages 142-155)

Objective: Identify possessive nouns: singular and plural nouns, regular and irregular (*Decoding and Phonics Skills*)

Extension: Have children write *One* at the top of one column, and *Two or More* at top of another column. Then have them write each of the words that they circled in the appropriate column.

Name _____

Date _____

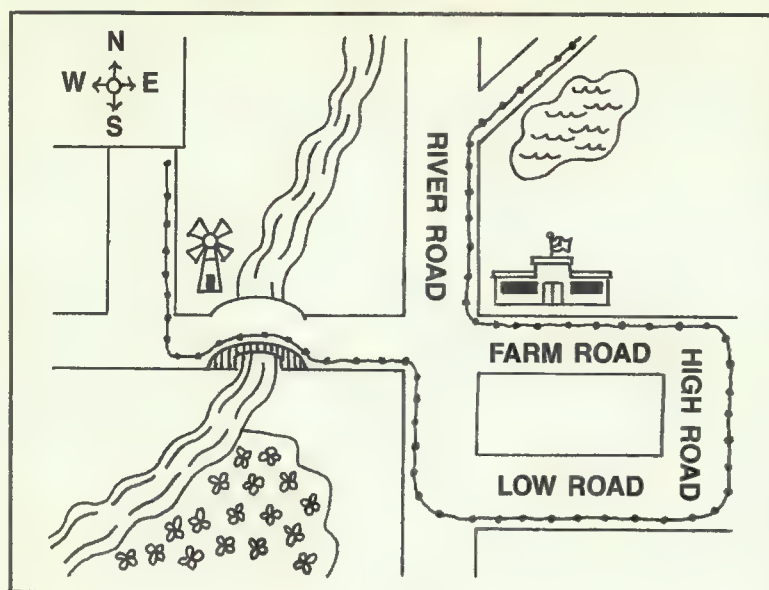
Read each sentence. Which sentence means the same thing?
Fill in the circle by the answer.

- | | |
|--|---|
| <p>1. His nose was cold, and as red as a cherry.</p> <p>(a) He had a cherry on his nose.</p> <p>(b) His nose was cold and bright red.</p> | <p>2. The afternoon sky turned as dark as night.</p> <p>(a) Night came early.</p> <p>(b) It became very dark in the afternoon.</p> |
| <p>3. The waves crashed like cymbals against the rocks.</p> <p>(a) The waves broke loudly over the rocks.</p> <p>(b) A man with cymbals walked along the beach.</p> | <p>4. The ivy grew on the fence like arms reaching and stretching up.</p> <p>(a) The ivy grew up and gripped the fence.</p> <p>(b) The ivy grew along the ground.</p> |
| <p>5. The rain gushed in through the roof like a waterfall.</p> <p>(a) A lot of water came in through the roof.</p> <p>(b) The house was by a waterfall, and water fell on the roof.</p> | <p>6. The fireworks were like a golden umbrella of stars.</p> <p>(a) The fireworks looked like stars in the shape of an umbrella.</p> <p>(b) The fireworks were held in the rain.</p> |
| <p>7. Her sunburn made Marie's face look as red as a lobster.</p> <p>(a) A lobster bit Marie's face.</p> <p>(b) Marie's face was red and sunburned.</p> | <p>8. The stars shone like diamonds in the sky.</p> <p>(a) Diamonds are pretty.</p> <p>(b) The stars shone brightly.</p> |

Name _____

Date _____

Tony's Paper Route



KEY

Tony's paper route



school



windmill



river



covered

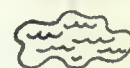
bridge



swamp



pond



This map shows Tony's paper route. Use the map to answer the questions. Circle the answers.

1. A swamp is represented by the symbol ____.



2. The symbol  stands for a ____.

school windmill store

3. The paper route crosses the river by the ____.
- swamp windmill school

4. A ____ is at the corner of Farm Road and River Road.
- pond barn school

5. The windmill is ____ of the river.

north south east west

6. The bridge is ____ of the swamp.

north south east west

7. To get from the pond to the school, you would go ____.

north south east west

8. To get from the school to the windmill, you would go ____.

north south east west

"A Bowl of Sun," *Observing* (Hardcover: pages 142-155) *Reach Out* (Softcover: pages 142-155)

Objective: Interpret graphic aids: maps (key, compass rose) (*Study Skills*)

Extension: Have children use the words *north*, *south*, *east* or *west* to complete the following sentence: Tony starts at the windmill. He goes _____ on Farm Road and _____ on River Road.

Name _____

Date _____

Read each story. Then answer each question. Fill in the circle by the answer.

A. Scott picked up his schoolbag. He took all the books out of it and put them on the table. He pulled up a chair and sat down. Next, he opened up his notebook and got out his pen. He read through the first set of questions.

1. What is Scott going to do?

- (a) He is going to eat lunch.
- (b) He is going to do his homework.
- (c) He is going to write a letter.

2. How do you know?

- (a) Scott pulled up a chair.
- (b) Scott picked up his schoolbag.
- (c) Scott put his books on the table and got out his pen.

B. Pam was standing on the corner. She kept looking up and down the street. Every few minutes she checked her watch. She knew it was getting late. She would be lucky to get to the movie theater in time to catch the show. When she saw Peter hurrying along towards her, she let out a sigh of relief.

1. What was Pam doing?

- (a) She was waiting for Peter.
- (b) She was directing traffic.
- (c) She was waiting for a bus.

2. How do you know?

- (a) Pam was standing on the corner.
- (b) Pam thought it was getting late.
- (c) Pam had been checking her watch and let out a sigh of relief when she saw Peter.

"Ma Lien and the Magic Brush," *Observing* (Hardcover: pages 156-167) *Reach Out* (Softcover: pages 156-167)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Have children reread the story in Part B. Have them write a sentence that describes how Pam felt at the beginning of the story. Then have them write another sentence that describes how she felt at the end.

Name _____

Date _____

Why had my dogs Buster and Bozo vanished? They usually stayed obediently by their dog houses. Did someone come up and seize them? I trudged on calling their names. I imagined that they were prisoners of some wicked dog-hater, who had

imprisoned them in a dark place surrounded by a high wall. Just then I heard an unexpected bark! Then I saw them on the other side of a broad stream. They were running with a newfound friend: a tiny French poodle.

Read each definition. Fill in the circle by the word it defines.

- | | |
|--|--|
| 1. people who are held against their will
☐ (a) imprisoned
☐ (b) prisoners | 2. to take hold of; to grab on to
☐ (a) vanished
☐ (b) seize |
| 3. wide; large
☐ (a) seize
☐ (b) broad | 4. made a circle around
☐ (a) surrounded
☐ (b) trudged |
| 5. happening without warning
☐ (a) obediently
☐ (b) unexpected | 6. walked in a slow, steady way
☐ (a) surrounded
☐ (b) trudged |
| 7. put or kept in prison
☐ (a) trudged
☐ (b) imprisoned | 8. went out of sight quickly
☐ (a) vanished
☐ (b) obediently |
| 9. willingly; as one is asked
☐ (a) obediently
☐ (b) unexpected | |

"Ma Lien and the Magic Brush," *Observing* (Hardcover: pages 156-167) *Reach Out* (Softcover: pages 156-167)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children list all of the vocabulary words that contain the inflectional ending *-ed*. Then have them write the base word from which each word was formed and use each word in a sentence.

Name _____

Date _____

A. Think about "Ma Lien and the Magic Paintbrush." Match each item in the first column with a statement from the second column. Write the letter of the answer on the line.

- | | |
|------------------|---|
| _____ 1. goal | a. brush was never again used for evil and greed |
| _____ 2. enemy | b. to use a magic brush to help others |
| _____ 3. problem | c. the Mandarin |
| _____ 4. plan | d. trick the Mandarin into a storm |
| _____ 5. result | e. the Mandarin wanted to use the brush for himself |

B. Several times in the story "Ma Lien and the Magic Brush," Ma Lien used his brush to paint something that helped others. Describe two of these times.

1. _____

2. _____

Name _____

Date _____

beltblimpchildhandplant

Circle the letters that finish the word. Then write the word on the line.

1. The frog jumped into the
po_____.

ld lt mp nd nt

2. Grandma made a qui_____ for
the baby.

ld lt mp nd nt

3. Could you ho_____ the whole
world in your hands?

ld lt mp nd nt

4. I want to sleep in a te_____ at
camp.

ld lt mp nd nt

5. Don't forget to put a sta_____
on your letter.

ld lt mp nd nt

6. I won't sco_____ you if you tell
the truth.

ld lt mp nd nt

"Ma Lien and the Magic Brush," *Observing* (Hardcover: pages 156-167) *Reach Out* (Softcover: pages 156-167)

Objective: Recognize final consonant clusters: /nd/nd, /nt/nt, /mp/mp, /ld/ld, /lt/lt (Decoding and Phonics Skills)

Extension: Have children write the following words at the top of their papers: *belt, hold, stump, sent*. Then have them write as many words as they can that rhyme with these words.

Name _____

Date _____

Read the story. Then finish each sentence. Fill in the circle by the answer.

In spring the garden is as colorful as a rainbow.
 Snowdrops are like little white bells, and a crocus is like an elf's cup.
 Daffodils are like bright, yellow trumpets, and tulips stand as straight as soldiers on parade.
 The summer roses are like a paintbox. Some roses are as pink as strawberry ice cream.

1. As colorful as a rainbow means _____.
 (a) all wet from the rain
 (b) having many colors
2. Snowdrops are like little white bells means _____.
 (a) snowdrops ring
 (b) snowdrops are shaped like little bells
3. A crocus is like an elf's cup means _____.
 (a) a crocus is small and shaped like a cup
 (b) elves like to drink from crocuses
4. Daffodils are like bright yellow trumpets means _____.
 (a) daffodils play in a band
 (b) daffodils look like yellow trumpets
5. As straight as soldiers on parade means _____.
 (a) standing very straight
 (b) bent over
6. Summer roses are like a paintbox means _____.
 (a) they have many colors
 (b) they are all red and pink



"Ma Lien and the Magic Brush," *Observing* (Hardcover: pages 156-167) *Reach Out* (Softcover: pages 156-167)

Objective: Interpret figurative language: simile (*Literature and Language Skills*)

Extension: Have children draw a picture to illustrate the garden described on this page and write a title for the picture.

Name _____

Date _____

Read each paragraph. Then read the conclusion that follows. If the conclusion is true, write *True*. If the conclusion is false, write *False*.

- _____ 1. Sally had a book about a faraway, tropical island. Bright red and white cockatoos flew overhead. Lush green plants grew everywhere. Everything seemed to sparkle. To Sally, it seemed to be truly a magical place!

Conclusion: Sally has no interest in tropical islands.

- _____ 2. Baby swans are called cygnets. When hatched they are covered with grayish-white down. Before their flight feathers are fully grown, cygnets sometimes ride on their parents' back. Swans have a broad flat bill, webbed feet, and a long neck, which allows them to feed on deep underwater plants. Swans are one of the most graceful water birds.

Conclusion: Swans can swim.

- _____ 3. Louise woke up at dawn. She had looked forward to this day. She had packed her gear the night before. After dressing, she ate a warm breakfast and started off for the dock. Salty sea air whipped through her hair. Gulls screeched. How beautiful the fishing boats looked against the pink morning sky!

Conclusion: Louise is going out for the day on a fishing boat.

"Miss Rumphius," *Observing* (Hardcover: pages 172-182) *Reach Out* (Softcover: pages 172-182)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Have children write a different concluding sentence for Exercise 1 that would make the conclusion *True*.

Name _____

Date _____

Which meaning of the underlined word is used in each sentence? Write the letter of the meaning on the line.

- mind**
- a. the part of the body where thought takes place
 - b. to take care of
 - c. to object to

- _____ 1. Mother doesn't mind going out in the snow.
- _____ 2. Who will mind the children while I go to the store?
- _____ 3. Every person should try to build a good mind and a strong body.

- leaf**
- a. part of a plant
 - b. a sheet of paper
 - c. to turn pages and look at them quickly

- _____ 4. I leaf through the books at the library to see if I might want to check them out.
- _____ 5. The last leaf fell off the tree outside my window.
- _____ 6. Robin tore a leaf out of her notebook for me to write on.

- rest**
- a. a silent beat in music
 - b. something that is left over
 - c. to stop moving

- _____ 7. Don't play your horn on the rest.
- _____ 8. Would you like to take the rest of your dinner home?
- _____ 9. The butterfly came to rest on the flower.

Name _____

Date _____

bushels

satisfaction

sowing

faraway

sparkle

perfectly

A. Each word in the box is written in this puzzle. Find each word and circle it.

b	u	s	b	u	s	h	e	l	s	p	b	p
x	s	n	p	a	r	k	l	e	o	x	u	e
m	p	f	a	c	t	i	o	n	w	d	s	r
s	a	t	i	s	f	a	c	t	i	o	n	f
s	r	p	a	r	k	l	e	s	n	o	w	e
a	k	z	o	l	s	o	w	i	g	n	s	c
t	l	a	n	j	s	a	t	i	s	t	a	t
i	e	p	f	a	r	a	w	a	y	a	c	l
s	f	a	n	k	p	e	r	f	e	c	t	y

B. Match each sentence with the word that finishes the sentence. Write the letter of the answer on the line.

- | | |
|---|-----------------|
| _____ 1. Sally wanted to visit _____ places. | a. sparkle |
| _____ 2. I'm going to make Daddy's car _____. | b. bushels |
| _____ 3. These shoes fit _____! | c. sowing |
| _____ 4. Helping others gives me great _____. | d. faraway |
| _____ 5. The workers are _____ seeds today. | e. satisfaction |
| _____ 6. We picked ten _____ of apples. | f. perfectly |

"Miss Rumphius," *Observing* (Hardcover: pages 172-182) *Reach Out* (Softcover: pages 172-182)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children find other nonvocabulary words in the puzzle and circle them in a different color.

Name _____

Date _____

A. Think about "Miss Rumphius." What were the three things Miss Rumphius had told her grandfather she would do?

1. _____
2. _____
3. _____

B. Think about "Miss Rumphius." Answer each question. Use a complete sentence.

1. Give two other names by which Miss Rumphius was called.

2. How did Miss Rumphius make the world a more beautiful place?

3. Name something else someone might do to make a place more beautiful.



"Miss Rumphius," *Observing* (Hardcover: pages 172-182) *Reach Out* (Softcover: pages 172-182)

Objective: Demonstrate story comprehension
(Comprehension and Vocabulary Skills)

Name _____

Date _____

Write one word to finish each sentence. The word must mean the same thing as the words below the blank.

1. Please be _____ when you cross the street.

full of care

2. We found a _____ dog.

without a home

3. Jill knocked _____ on the door.

in a loud way

4. Play money is _____ at the store.

without worth

5. It was _____ of you to send me a card.

full of thought

6. Peter _____ folded his clothes.

in a neat way

7. A lion is a _____ animal.

full of power

8. We couldn't fly our kite because it was a

_____ day.

without wind

"Miss Rumphius," *Observing* (Hardcover: pages 172-182) *Reach Out* (Softcover: pages 172-182)

Objective: Identify suffixes: *-ful, -less, -ly*
(Decoding and Phonics Skills)

Extension: Have children write the following sentence using words with suffixes to replace the underlined words: *The little rabbit, in a cautious way, took a full mouth of lettuce, but it was without taste.*

Name _____

Date _____

man·y (men'ē) *adj.* having a great number: *Sally has many toys.*

match (mach) *n.* **1.** a short piece of wood used to start a fire: *Jim lit the oven with a match.* **2.** a contest or competition: *Kate won the swimming match.* **3.** something that is just like something else: *Where is the match for this sock?*

me·di·ate (mē'dē āt) *v.* to help settle a quarrel: *Mr. Santos will mediate the strike.*

my (mī) *adj.* belonging to me: *That is my dress.*

Use this dictionary page to answer the questions. Underline the answers.

1. The **a** in match sounds like the ____.

- a. **a** in *ape*
- b. **a** in *at*
- c. **a** in *car*

2. The **y** in my sounds like the ____.

- a. **i** in *it*
- b. **e** in *me*
- c. **i** in *ice*

3. The **a** in many sounds like the ____.

- a. **a** in *at*
- b. **e** in *end*
- c. **a** in *car*

4. The **y** in many sounds like the ____.

- a. **i** in *it*
- b. **e** in *me*
- c. **i** in *ice*

5. The **i** in mediate sounds like the ____.

- a. **e** in *me*
- b. **i** in *it*
- c. **i** in *ice*

6. The **a** in mediate sounds like the ____.

- a. **a** in *at*
- b. **a** in *ape*
- c. **a** in *car*

"Miss Rumphius," *Observing* (Hardcover: pages 172-182) *Reach Out* (Softcover: pages 172-182)

Objective: Use the dictionary: guide words, definitions, pronunciation key (*Study Skills*)

Extension: Have children write rhyming phrases by using the following words: *try, by, Mindy, tiny, shy, early, dry, fly.*

Name _____

Date _____

Look at the words in the box. Underline the word your teacher says.

1. ankle equal uncle	2. talents tramples tacos	3. elephant envelope evening	4. company country certainly
5. instead instrument interest	6. anxiously animal anniversary	7. off often after	8. tremble terrible trample
9. verse voice very	10. crowd chord cried	11. mirror mayor miller	12. contest country concrete
13. depends declared detached	14. precious pressed pressure	15. chorus chord cross	16. silent signs sirens
17. invited envelope included	18. party partners parts	19. bed broad bread	20. experience exercise expect
21. see size seize	22. trudged tucked trunk	23. prisoners passenger prize	24. sound surrounded sounded
25. business bush bushels	26. snowy so sowing	27. spark sparkle park	28. imprisoned prisoners admission
29. faraway finally furry	30. probably perfectly photograph	31. passenger partners pajamas	32. contest company confidence

Cumulative Vocabulary Review

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

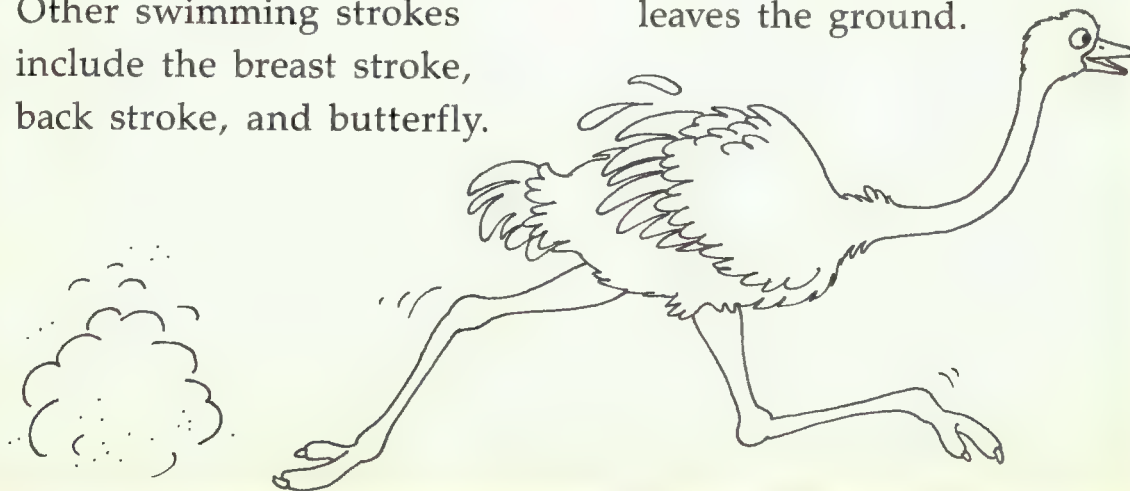
Extension: Have children choose four of the underlined words. Have them use each word in a sentence. Specify that they may use two or more words in one sentence.

Name _____

Date _____

Read each paragraph. Underline the **two** sentences that help tell the **main idea**.

1. The naturalist at the park knows all about animals. She gives lectures about the animals to people who visit the park. The naturalist also knows about the plants and trees in the park. She leads nature walks and points out the different kinds of plants.
2. A salmon is a kind of fish. It is a very tasty fish. Some salmon only live in fresh water, but some go from salt water to fresh water. Salmon is also the name of a color. It is a yellowish-pink color that is very pretty!
3. To be good at gymnastics you need to be strong and have good balance. Gymnastics is a good hobby. Swimming is another good hobby. In swimming, the crawl is the first stroke anyone learns. Other swimming strokes include the breast stroke, back stroke, and butterfly.
4. There are many birds that can fly. Robins and bluebirds can fly. A goose can fly, too. But there are some birds that can't fly. An ostrich is a bird that can't fly. It can run as fast as a horse, but it never leaves the ground.



"Secrets of a Wildlife Watcher," Observing (Hardcover: pages 186-195) Snails to Whales (Softcover: pages 10-19)

Objective: Infer main idea: from two sentences
(Comprehension and Vocabulary Skills)

Extension: Have children write the following sentences on a piece of paper: *Many animals walk on four legs. But some animals walk or hop on just two legs.* Then have them write detail sentences to support that main idea.

Name _____

Date _____

The left wing of the small plane was vibrating. The pilot thought, "I can't crash now! Who knows what kind of wildlife would approach, if I were to go down in that jungle? I'll have to rely on myself to keep this plane up. My survival will depend on

my ability to be a good pilot." Then with a firm but delicate hand he was able to steady the plane. When he looked back down, he was so low that he could see each individual tree. But at least he hadn't hit any!

Circle the word that finishes the sentence.

- Jan and I saw many different kinds of _____ in the mountains.
wildlife wide without
- We must _____ the lion's den with care.
apart approach rely
- One could never count each _____ star in the sky.
into individual infinity
- A spider's web is quite strong although it looks _____.
deepy delicate wildlife
- The pioneers worked from sunup to sundown just for _____.
sudden surely survival
- The earthquake caused the entire house to start _____.
vibrating visiting individual
- You can _____ on Beth to be on time.
rely ready really
- The plane's _____ was too fast for a safe landing.
apart rely approach

"Secrets of a Wildlife Watcher," *Observing* (Hardcover: pages 186-195) *Snails to Whales* (Softcover: pages 10-19)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Help children write a story using all of the following vocabulary words: *individual, survival, wildlife, rely*.

Name _____

Date _____

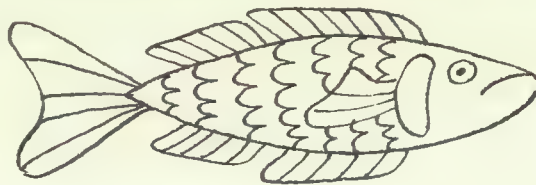
Think about "Secrets of a Wildlife Watcher." If the sentence is true, write **True**. If the sentence is not true, write **False**.

1. An animal under cover will feel safer than one out in the open. _____
2. Most animals have a sharp sense of smell. _____
3. A salmon can see a bear before it can smell one. _____
4. You should stay downwind of an animal as you approach it. _____
5. Most animals can hear very well. _____
6. Snakes are deaf, so you don't have to be quiet around them. _____
7. Most animals are more alert to color than to movement. _____
8. Birds rely mainly on their hearing for survival. _____
9. You should never approach an animal that is with its babies. _____
10. It takes patience and practice to be a good wildlife watcher. _____

Name _____

Date _____

Use a word with the same **ending** sound as the picture to finish each sentence. Circle the answer.



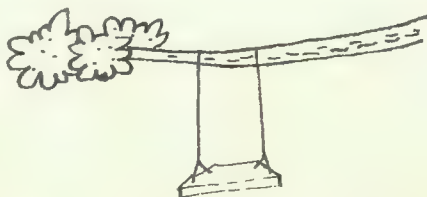
1. My dog got into the trash. wish car trash
 2. Now my dog is on a leash. leash chain push



3. I will throw the ball. throw pitch witch
 4. You must try to catch it. batch hit catch



5. You turn left onto my street. south cloth left
 6. My house is the last one on the right. last fourth bath



7. It was a fine spring day. winter spring sing
 8. So I played outside on my swing. string sled swing

"Secrets of a Wildlife Watcher," *Observing* (Hardcover: pages 186-195) *Snails to Whales* (Softcover: pages 10-19)

Objective: Recognize consonant digraphs: /ch/ch, /tch, /sh/sh, /th/th, /ng/ng (Decoding and Phonics Skills)

Extension: Have children choose the word in each exercise that they did *not* circle that ends with the same sound as the picture. Have them write a sentence using that word.

Name _____

Date _____

Read each paragraph. Choose the word from the box that best describes the speaker's feeling. Write the word on the line.

	bored	nervous
excited	grateful	amazed

- _____ 1. Dan had never given a speech before. He tried to go over his notes one last time, but he couldn't concentrate. His hands were trembling. "I wish this was all over," he thought.
- _____ 2. Sally sat in the back of the car. She was almost asleep. "This journey seems to be taking forever," she said with a yawn.
- _____ 3. "It was so kind of you to lend me this book," said Eddie. "Thank you very much."
- _____ 4. Karen jumped up and ran to the door every time she heard a car. "Mom and Dad are bringing the new baby home today," she said. "I hope they get here soon."
- _____ 5. "Wow! Did you see that?" said Ann, as the lion tamer put his head into the lion's mouth.

"The Wentletrap Trap," *Observing* (Hardcover: pages 198-210) *Snails to Whales* (Softcover: pages 22-34)

Objective: Make inferences about a character's motives or feelings (*Literature and Language Skills*)

Extension: Have children underline the words in each exercise that helped them know how the person was feeling.

Name _____

Date _____

tourists

rare

threatens

dwell

ponders

swap

A. Match each word with its definition. Write the letter of the definition on the line.

- | | |
|--------------------|--------------------------------|
| _____ 1. dwell | a. thinks over carefully |
| _____ 2. ponders | b. to trade for something else |
| _____ 3. rare | c. puts in danger |
| _____ 4. swap | d. people who travel for fun |
| _____ 5. threatens | e. to make one's home; live |
| _____ 6. tourists | f. not often seen or found |

B. Choose a word from the box at the top of the page to finish each sentence. Write the word in the sentence.

- The plane was full of _____.
- Meeting the pilot of the plane was a _____ treat.
- Jack wants to _____ his skates for a baseball glove.
- At least six rabbits _____ under that log.
- Annie always closes her eyes as she _____ her next move.
- The lack of rain _____ to destroy our crops.

"The Wentletrap Trap," *Observing* (Hardcover: pages 198-210) *Snails to Whales* (Softcover: pages 22-34)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write the following main idea on a piece of paper: *Many different things threaten our wildlife.* Then help them write detail sentences to support that main idea.

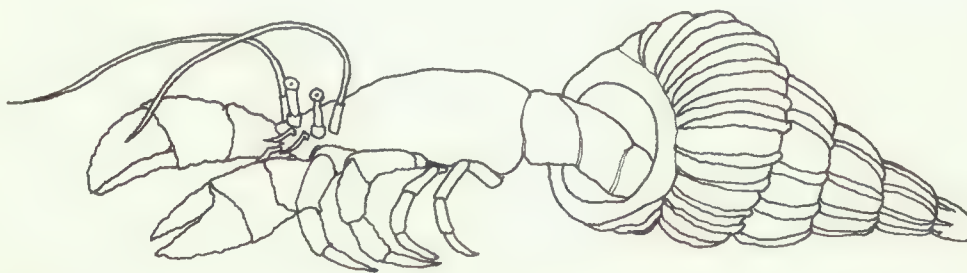
Name _____

Date _____

Think about "The Wentletrap Trap." Put the sentences in the correct order. Write 1, 2, 3, 4, or 5.



- _____ Dennis uses a jar, a conch shell, a coin, and a box to make a wentletrap trap.
- _____ Hermit crabs ruin Dennis's wentletrap trap.
- _____ Father goes to sea.
- _____ Dennis makes a hermit-proof wentletrap trap.
- _____ Father tells Dennis to find a wentletrap.



- _____ Then Dennis finds a wentletrap on the beach.
- _____ The storm washes the wentletrap trap out to sea.
- _____ Dennis stops thinking about wentletraps when his father comes home.
- _____ Dennis loses the wentletrap that he found.
- _____ The sky grows dark and a storm comes.

Name _____

Date _____

A	B-Ci	Cl-D	E-F G-H	I-J K-L	M	N-O	P-Q	R-Se	Sh-Sz	T-U V	W-X Y-Z
1	2	3	4	5	6	7	8	9	10	11	12

Use this encyclopedia set to answer each question. Fill in the circle by the answer.

- In which volume should you look to find information about James Madison?
 - 5
 - 6
 - 8
- In which volume should you look to find information about South Carolina?
 - 2
 - 9
 - 10
- Which key word should you use to find out whether an ostrich can fly?
 - fly
 - ostrich
 - weather
- Which key word should you use to find information about the usual height and weight of a tiger?
 - height
 - weight
 - tiger
- Between which guide words would you expect to find information about the United Nations?
 - Ukraine-Untermeyer
 - Unemployment-Unger
 - Napoleon-Navy
- Between which guide words would you expect to find information about the Erie Canal?
 - Camping-Capital
 - Ermine-Eskimos
 - Erasmus-Erosion

"The Wentletrap Trap," *Observing* (Hardcover: pages 198-210) *Snails to Whales* (Softcover: pages 22-34)

Objective: Use reference sources: encyclopedia
(Study Skills)

Extension: Have children list Volumes 1-12 on a piece of paper. Have them use the encyclopedia set above to name one subject about which they could find information in each volume.

Name _____

Date _____

Read each story. Fill in the circle by the conclusion you can draw from it.

1. John hurried to the notice board. The list of baseball team members would be posted today. There had been a lot of players at the tryout, so the coach had said there would be a first team and a second team. John wasn't sure if he'd make either team. He read the names of the first team. Then he read the names of the second team. He was halfway down the list of the second team members, when he stopped reading. Smiling broadly, he ran to find his friend Scott.
 - (a) Scott's name was on the first team list.
 - (b) John's name was on the first team list.
 - (c) John's name was on the second team list.
2. Bob has just finished playing the piano. The audience is standing up clapping. Some people are shouting, "Encore, encore!" Some are shouting, "Bravo, bravo!" Bob is smiling and is very happy.
 - (a) Bob played the piano very badly.
 - (b) Bob played the piano very well.
 - (c) Bob dropped his music all over the stage.
3. Mr. and Mrs. Brown came in from the store. Mrs. Brown was carrying wallpaper, and Mr. Brown was carrying paint and paintbrushes. They changed into their work clothes and went into the living room.
 - (a) Mr. and Mrs. Brown are going to decorate the living room.
 - (b) Mr. and Mrs. Brown are going to watch TV.
 - (c) Mr. and Mrs. Brown are going to paint tomorrow.

"A Salmon For Simon," *Observing* (Hardcover: pages 216-226) *Snails to Whales* (Softcover: pages 40-50)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

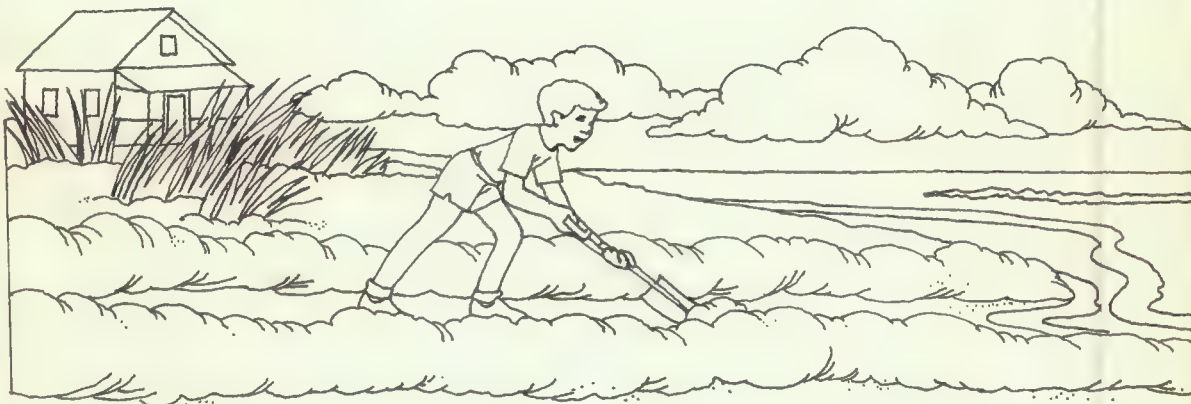
Extension: Have children underline the sentence in Exercise 2 that describes how Bob feels.

Name _____

Date _____

Greg began to dig a channel from his house down to the sea. At first, the channel was shallow, but it grew deeper with each shovelful. As Greg worked his hands grew red, and he began to get a blister. But Greg kept on digging! At

one point his shovel uncovered something that glistened in the sun. It was an old coin with a handsome figure carved on one side. Greg bent down and picked it up. Then he put it in his pocket and kept on digging!



Match each sentence with the word that finishes the sentence. Write the letter of the answer on the line.

- | | |
|---|--------------|
| _____ 1. The water by the shore is quite _____. | a. blister |
| _____ 2. The boats must stay in the _____. | b. shallow |
| _____ 3. This _____ on my hand really hurts. | c. handsome |
| _____ 4. The snow _____ in the sun. | d. glistened |
| _____ 5. Scott has a _____ face. | e. channel |

"A Salmon For Simon," *Observing* (Hardcover: pages 216-226) *Snails to Whales* (Softcover: pages 40-50)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write one sentence containing a vocabulary word and illustrate the sentence.

Name _____

Date _____

Read these paragraphs from "A Salmon for Simon." Then answer each question. Use a complete sentence.

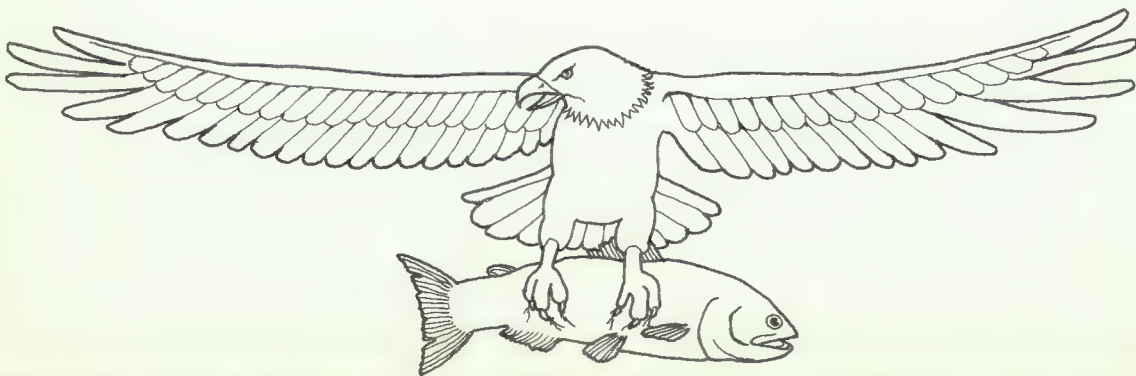
It was a coho, or silver salmon. It had come from far out in the Pacific Ocean to find the stream where it had been born. It had grown big in the ocean, and strong, and it shone like silver.

All summer Simon had been waiting to catch just such a fish, and here was one right in front of him. Yet he didn't feel happy.

1. How had the salmon come to be on the beach?

2. Why is this part of the story important?

3. What did Simon decide to do right after this part of the story?



"A Salmon For Simon," *Observing* (Hardcover: pages 216-226) *Snails to Whales* (Softcover: pages 40-50)

Objective: Demonstrate story comprehension
(Comprehension and Vocabulary Skills)

Name _____

Date _____

Read each pair of sentences. Match each underlined word with its meaning. Write the letter of the answer on the line.

- | | |
|--|----------------------------|
| _____ 1. The dog will <u>lead</u> us home. | |
| _____ 2. The pipe was made of <u>lead</u> . | |
| _____ 3. The <u>wind</u> blew off my hat. | a. to show the way |
| _____ 4. This road will <u>wind</u> around the mountain. | b. a heavy, gray metal |
| _____ 5. A large <u>tear</u> was rolling down his cheek. | a. to turn or curve |
| _____ 6. Please don't <u>tear</u> my paper. | b. moving air |
| _____ 7. Jacob fed the <u>dove</u> at the park. | a. a wet drop from the eye |
| _____ 8. Emily <u>dove</u> into the pool. | b. to pull apart |
| _____ 9. This is where I <u>live</u> . | a. jumped head first |
| _____ 10. Frank saw a <u>live</u> tiger at the zoo. | b. a kind of bird |
| _____ 11. Would you please <u>close</u> the window. | a. living; not dead |
| _____ 12. Our house is <u>close</u> to the school. | b. to make one's home |
| _____ 13. The star of the show took a <u>bow</u> . | a. to shut |
| _____ 14. Henry tied a <u>bow</u> on the present. | b. near |
| | a. a knot with loops |
| | b. to bend forward |

"A Salmon For Simon," *Observing* (Hardcover: pages 216-226) *Snails to Whales* (Softcover: pages 40-50)

Objective: Identify homographs
(Comprehension and Vocabulary Skills)

Extension: Have children write the following sentence on a piece of paper: A wet drop will fall from my eyes if you pull apart my only ticket. Then have them use homographs to replace the underlined words.

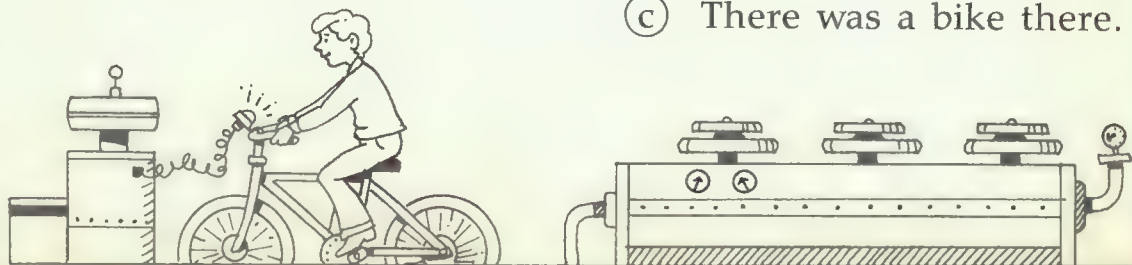
Name _____

Date _____

Read the story. Then answer each question. Fill in the circle by the answer.

There were many tourists at the Science Center. "Oh, dear," thought Mother. Then she looked at Ben and said, "It's going to be hard for us to keep together, so if you get lost, we'll meet back here by this entrance." Ben saw many interesting exhibits. He took a turn riding on a special bike. As Ben pedaled, a light began to flicker on and off. The faster Ben pedaled, the brighter the light shone. When Ben got off the bike he was breathing so heavily that he had to sit down!

1. How do you think Mother felt when she saw a lot of people?
 - (a) Mother felt sad.
 - (b) Mother felt worried.
 - (c) Mother felt angry.
2. How did Bob feel when he got off the bike?
 - (a) Bob felt amazed.
 - (b) Bob felt tired.
 - (c) Bob felt sleepy.
3. Why did Ben pedal faster and faster?
 - (a) He wanted to get to the entrance.
 - (b) He wanted to ride home.
 - (c) He wanted to make the light shine brightly.
4. Why did Mother tell Ben to meet her at the entrance if he got lost.
 - (a) She wanted him to know where to go, if they got separated.
 - (b) They would be able to leave quickly from there.
 - (c) There was a bike there.



"My Island Grandma," *Observing* (Hardcover: pages 228-237) *Snails to Whales* (Softcover: pages 52-61)

Objective: Make inferences about a character's motives or feelings (*Literature and Language Skills*)

Extension: Have children write a paragraph describing what their parents have told them to do if they ever get lost.

Name _____

Date _____

blood

disobedient

herbs

lavender

salad

A. Choose a word from the box to finish each sentence.

Write the word in the sentence.

1. Father got some _____ on his shirt when he cut his hand.
2. These pink and _____ flowers bloom all summer.
3. Jan put some _____ in the salad.
4. That _____ dog did not come when I called.
5. We are having potato _____ with our hot dogs.

B. Choose three of the words from the box at the top of the page. Write a sentence for each.

1. _____

2. _____

3. _____



"My Island Grandma," *Observing* (Hardcover: pages 228-237) *Snails to Whales* (Softcover: pages 52-61)

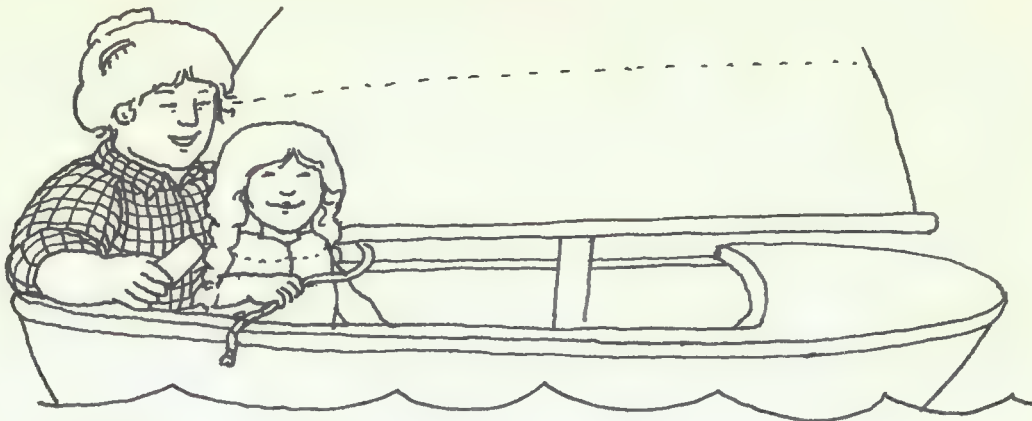
Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children find the vocabulary word that contains the prefix *dis-*. Have them write the base word from which that word was formed and a definition for the word.

Name _____

Date _____

Think about "My Island Grandma." Write **Abbey** before each statement that describes Abbey. Write **Grandma** before each statement that describes Grandma.



Grandma **Abbey**

1. is learning to swim _____
2. has strong hands _____
3. makes soup from periwinkles _____
4. hates periwinkle soup _____
5. tells scary cloud stories _____
6. tells cloud stories about disobedient children _____
7. shares her love of the island with a young friend _____
8. learns about an island and about love from a friend _____

Name _____

Date _____

A. Read each numbered word. Fill in the circle by its **base word**.

1. neatly

- (a) eat
(b) neat
(c) at

2. blameless

- (a) blame
(b) am
(c) less

3. redraw

- (a) red
(b) raw
(c) draw

4. uncover

- (a) cover
(b) cove
(c) over

5. swallowed

- (a) allowed
(b) swallow
(c) wall

6. working

- (a) work
(b) king
(c) or

7. finest

- (a) fin
(b) nest
(c) fine

8. disobedient

- (a) bed
(b) obedient
(c) sob

9. careful

- (a) are
(b) full
(c) care

B. Write the **base word** for each word.

1. forgetful

2. dearest

3. friendly

4. rewrite

5. disagree

6. hoping

"My Island Grandma," *Observing* (Hardcover: pages 228-237) *Snails to Whales* (Softcover: pages 52-61)

Objective: Identify base words: prefix, suffix, or inflectional ending (*Decoding and Phonics Skills*)

Extension: Have children write the following sentence on a piece of paper: Jane is without friends because she is not friendly. Have them replace the underlined words with a base word and prefix or suffix.

Name _____

Date _____

Read each story. Fill in the circle by the conclusion you can draw from it.

1. Bob and Eddie were going to see a movie. This was the second time they were going to the theater. They hoped they would be luckier this time. As they turned the corner Eddie said, "Look, there's a line already."
 - (a) Eddie and Bob were movie stars.
 - (b) Eddie and Bob were going to a very popular movie.
 - (c) Eddie and Bob wanted to see the movie twice.

2. It was noon and Jan was very hungry. She got out a loaf of bread and some butter. Then she opened the refrigerator and took out some cheese and milk. Last she chose a shiny, red apple from the fruit bowl.
 - (a) Jan was going to eat dinner.
 - (b) Jan was going to eat lunch.
 - (c) Jan was making lunch for someone else.

3. Carla wanted to go to the library today. She wasn't sure what time it would be open, so she gave them a call. When she hung up the phone, she put her library books back in her room. Then she ran outside to find her friends.
 - (a) Carla wanted to invite her friends to the library.
 - (b) The library was closed now.
 - (c) The library was open now.

"My Island Grandma," *Observing* (Hardcover: pages 228-237) *Snails to Whales* (Softcover: pages 52-61)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Have children choose one of the stories on this page. Have them continue the story by writing additional sentences to describe what might happen next.

Name _____

Date _____

Read each story. Then read the sentences below it. Number the sentences to show the order in which they happened.

A. John sat down at his desk. Then the teacher gave out the test. When the teacher said to do so, John started to read the test instructions. He read them very carefully. When John understood the directions, he began to write the answers to the questions.

- _____ John read the directions.
- _____ John started to answer the questions.
- _____ John went to his desk and sat down.
- _____ The teacher handed out the test papers.

B. The first season of the year is spring. We think of it as first because that is when the flowers and trees begin to bud. Then comes summer with its long, hot days. The lush green grass sometimes turns dry towards the end of summer. Autumn, or fall, is when the trees lose their leaves. There's a chill in the air, and some animals start to head for warmer climates. Last there is Winter, which is sometimes called Old Man Winter. Cold, snowy days, and frozen ponds let us know when winter is here.

- _____ The trees lose their leaves in autumn.
- _____ Spring is the first season of the year.
- _____ Old Man Winter brings cold, snowy days.
- _____ Then come the long, hot days of summer.

"Bear Mouse," *Observing* (Hardcover: pages 240-253) *Snails to Whales* (Softcover: pages 64-77)

Objective: Identify sequence of events: with or without signal words (*Comprehension and Vocabulary Skills*)

Extension: Have children divide a piece of paper into four sections and label each section with a season. Then have them illustrate each season using the information given in Part B.

Name _____

Date _____

The bear family had been in hibernation in their cozy cave all winter. But when the mother bear awoke, her whole body became tense! The bear's supply of food, which had been plentiful, was now almost gone! A group of mice had invaded the cave and eaten their food! The mother bear watched as the mice ran this

way and that through their network of trails.

Each mouse was intent on going its own way. They saw no need for caution, since they thought the bears were still asleep. But when one mouse ran over the mother bear's foot, it was in for a big surprise! It had to make a desperate leap to get away from her huge, black paw!

Read each definition. Write the word it defines on the line.

1. stretched or pulled tight _____
2. a group of lines that cross each other called _____
3. the need to be careful _____
4. another word for snug _____
5. in a great amount _____
6. when animals sleep through the winter _____
7. having your mind firmly fixed on something _____
8. having little or no hope _____

"Bear Mouse," *Observing* (Hardcover: pages 240-253) *Snails to Whales* (Softcover: pages 64-77)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children find the vocabulary word that contains the suffix *-ful*. Have them write the base word from which that word was formed and a definition for the word.

Name _____

Date _____

A. Think about "Bear Mouse." Match each item in the first column with a statement from the second column. Write the letter of the answer on the line.

- | | |
|-------------------|--|
| _____ 1. goal | a. it was winter so there was little food |
| _____ 2. problem | b. well-fed and warm, the mouse family fell asleep |
| _____ 3. enemy | c. bobcat |
| _____ 4. solution | d. found a squirrel's stockhouse of food |
| _____ 5. result | e. to make milk to feed her mouse babies |

B. Think about "Bear Mouse." Answer each question. Use a complete sentence.

1. Why was the animal in this story called "bear mouse"?

2. Name three enemies that bear mouse had to watch out for.

3. How did the bobcat, an enemy, actually help the mother mouse?

"Bear Mouse," *Observing* (Hardcover: pages 240-253) *Snails to Whales* (Softcover: pages 64-77)

Objective: Demonstrate story comprehension (*Comprehension and Vocabulary Skills*)

Name _____

Date _____

Underline the **contraction** in each sentence. Then circle the two words that were joined to make that contraction.

1. Annie says that she'll be able to come.
she will she would she is
2. You shouldn't walk home alone.
should not shall not should have
3. We've been practicing our instruments all morning.
we had we have we are
4. I'm very glad to meet you.
I will I would I am
5. Next weekend we're going to the beach.
we have we are we will
6. Can you tell me what's bothering you?
what will what is what are
7. I'd like to come with you.
I would I could I did
8. After he'd made dinner, Father called us to eat.
he have he had he did
9. Who's been to Mexico before?
who was who will who has
10. Mike's favorite flowers didn't bloom this year.
does not did not do not

"Bear Mouse," *Observing* (Hardcover: pages 240-253) *Snails to Whales* (Softcover: pages 64-77)

Objective: Identify contractions: n't, 's, 'm, 'll, 'd, 're, 've
(Decoding and Phonics Skills)

Extension: Have children write the following words on a piece of paper: would, should, could, did, do, does, has, have, had. Then have them write the contraction that is formed when *not* is added to each word.

Name _____

Date _____

Look at the words in the box. Underline the word your teacher says.

1. approach afloat appreciate	2. declared delicate desperate	3. rely really real	4. surged surprise survival
5. doll dwell deal	6. ponders pond partners	7. rain roar rare	8. swept swam swap
9. thought threatens thread	10. tourists turtles truth	11. chain channel candles	12. glistened glanced grinned
13. handed handful handsome	14. shall shallow swallow	15. blinked bigger blister	16. blood blind broad
17. herbs hear hers	18. sailed salad said	19. larder ladder lavender	20. cautiously caught caution
21. cozy cousin coyote	22. doesn't desperate desert	23. hibernation information hideout	24. instead intent interest
25. network necklace never	26. pretty plenty plentiful	27. then tears tense	28. voyager vibrating vinegar
29. wildlife windmill wilderness	30. individual instrument Indians	31. discouraged distress disobedient	32. seen scent seat

Cumulative Vocabulary Review

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children choose four of the underlined words. Have them use each word in a sentence. Specify that they may use two or more words in one sentence.

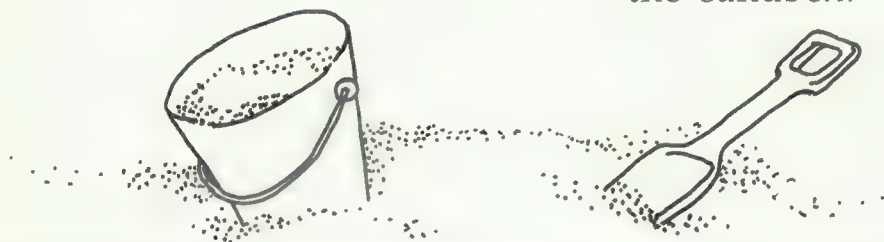
Name _____

Date _____

Read each story. Then answer the questions. Underline the answers.

A. Laura found her shovel. Then she got her pail. Next she picked up a dump truck and a rake. Laura took all these things outside to the sandbox. Then she called to her friend Larry and asked him if he wanted to play with her.

- | | |
|--------------------------------------|--|
| 1. What did Laura do first? | 2. What did Laura do last? |
| a. She got her pail. | a. She picked up a dump truck. |
| b. She took the toys to the sandbox. | b. She asked Larry to play. |
| c. She found her shovel. | c. She took all her toys to the sandbox. |



B. The first thing Bob and Harry did when they got to the campsite was to unload the car. Then they pitched their tent, and stowed their gear in it. Bob lit a fire while Harry got out the pots and pans. After eating supper, Bob and Harry put out the fire, climbed into the tent, and went to sleep.

- | | |
|--|---|
| 1. What did Bob and Harry do just before they pitched the tent? | 2. What did Bob and Harry do just after they pitched the tent? |
| a. They parked the car. | a. They lit a fire. |
| b. They unloaded the car. | b. They climbed into it. |
| c. They got out pots and pans. | c. They put their things in it. |

"The Story of Jumping Mouse," *Observing* (Hardcover: pages 254-268) *Snails to Whales* (Softcover: pages 78-92)

Objective: Identify sequence of events; with or without signal words (*Comprehension and Vocabulary Skills*)

Extension: Have children reread the story in Part A. Have them write complete sentences to answer the following questions: *What did Bob and Harry do first? What did Bob and Harry do last?*

Name _____

Date _____

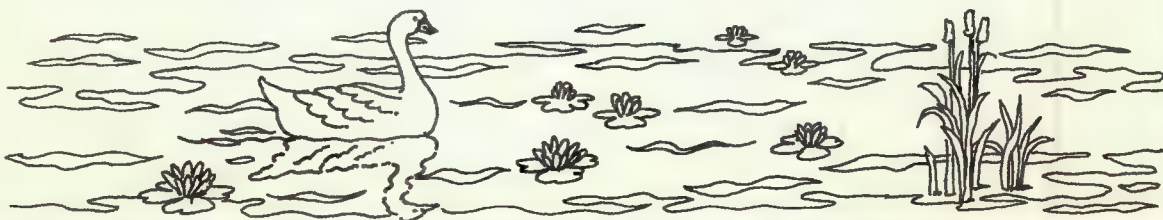
compassion content coursed despair encounter
perilous reflection rhythm scornfully

Choose a word from the box to match each definition. Write the word on the blanks provided.

1. a steady beat that keeps on going _____
2. the feeling you have when you feel sorry for someone

3. to meet by chance _____
4. in a way that shows hate _____
5. full of danger _____
6. something that looks just like something else

7. to lose all hope _____
8. happy; not wanting anything else _____
9. moved swiftly; flowed _____



"The Story of Jumping Mouse," *Observing* (Hardcover: pages 254-268) *Snails to Whales* (Softcover: pages 78-92)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Using one of the vocabulary words, have children write a sentence to describe the illustration on this page.

Name _____

Date _____

- A. Throughout "The Story of Jumping Mouse," several animals help other animals. Complete this chart to show what each animal did to help.

Animals	What the Animal Did to Help
First time Magic Frog helped young mouse	
Jumping Mouse helped the bison	
Jumping Mouse helped the wolf	
Last time Magic Frog helped Jumping Mouse	

- B. Think about "The Story of Jumping Mouse." Who made each statement? Underline the answer.

- | | |
|---|--------------------------------|
| 1. "I'll give you a name that will help you on your journey." | Magic Frog
Jumping Mouse |
| 2. "You will reach the far-off land if you keep hope alive within you." | the fat mouse
Magic Frog |
| 3. "I didn't come all this way to settle under a berry bush." | the fat mouse
Jumping Mouse |
| 4. "All is not lost, but I'll never be as I was. How will I ever manage?" | Jumping Mouse
the fat mouse |

Name _____

Date _____

Read each sentence. What is the meaning of the underlined word? Fill in the circle by the answer.

1. The race was too close to judge.
 (a) to shut
 (b) nearly even
2. Our teacher will present the prize.
 (a) to give
 (b) a gift
3. The refuse was taken to the dump.
 (a) anything that is thrown away
 (b) to say no to
4. The farmer will sow the fields.
 (a) a grown female pig
 (b) to plant seeds
5. Ann's content to be inside on this rainy day.
 (a) all the things inside
 (b) not wanting anything else
6. There was no excuse for her being late.
 (a) to forgive
 (b) a reason or cause
7. I have a minute piece of dust in my eye.
 (a) very small; tiny
 (b) a short amount of time
8. The does came down from the mountains.
 (a) carries out
 (b) more than one female deer
9. The captain would not desert the ship.
 (a) to leave
 (b) a hot sandy place
10. My escort made sure I got home safely.
 (a) a person who goes with another
 (b) to accompany someone

"The Story of Jumping Mouse," *Observing* (Hardcover: pages 254-268) *Snails to Whales* (Softcover: pages 78-92)

Objective: Identify homographs (*Comprehension and Vocabulary Skills*)

Extension: Have children choose one of the meanings they did not select. Have them write a sentence using that meaning of the homograph.

Name _____

Date _____

Read each paragraph. Fill in the circle by the sentence that tells the **main idea**.

1. As the cold weather approaches, many birds and animals head south. When whales swim south it is a spectacular sight! The caribou head south in large herds. Animals and birds aren't the only ones that don't like the cold. The beaches in Florida fill up with people who want to escape the cold.
 - (a) Whales and caribou head south in winter.
 - (b) Animals, birds, and people head south in the winter.

2. This weekend, the Jones family had a busy time. On Saturday, everyone helped with the chores. Mr. and Mrs. Jones picked up the groceries and the laundry. Cindy mowed the grass, and Billy cleaned the house. Then the whole family went on a picnic on Sunday. They had a lot of fun relaxing on the beach for the whole day.
 - (a) The weekend is a time for work and play.
 - (b) Cindy mowed the grass, and Billy cleaned.

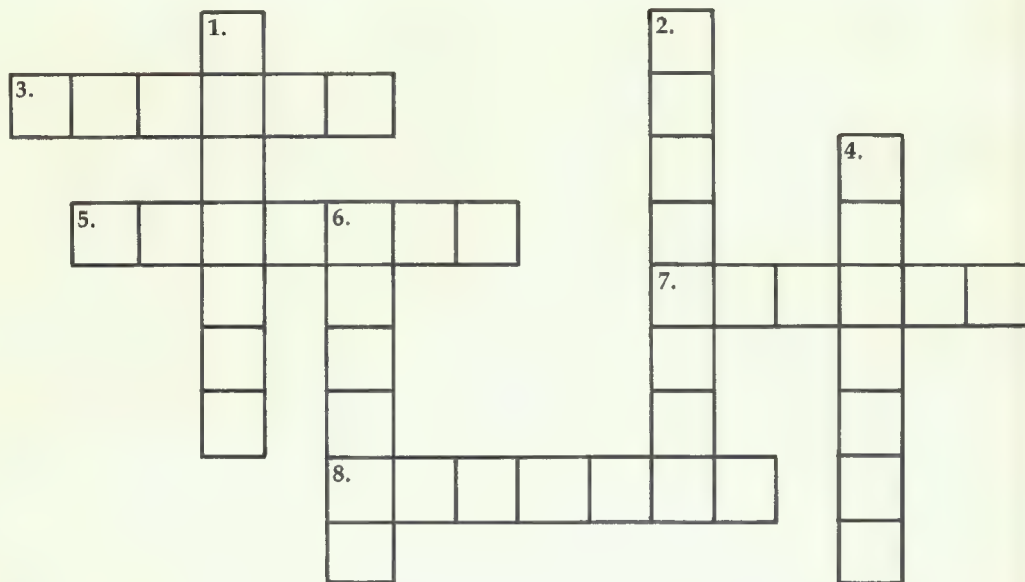
3. The parts of a flower that grow above the ground are the stem, leaves, and petals. But a very important part of any flower grows below the ground, the roots. This part spreads out and gathers water from the soil.
 - (a) The roots are below the ground.
 - (b) Important parts of a flower are above and below the ground.

Name _____

Date _____

increase	energy	surface	several
exposed	endure	survive	roused

Choose a word from the box to finish each sentence.
Write the answers in the puzzle.



ACROSS →

DOWN ↓

- | | |
|--|---|
| 3. Cindy can _____ a long hike without stopping. | 1. Plants will not _____ without sunlight. |
| 5. Emily slept for _____ hours. | 2. The library will _____ its collection of books. |
| 7. Bill has more _____ than his parents. | 4. The _____ of the lake was like a mirror. |
| 8. Small babies should not be _____ to the cold. | 6. The sounds of the storm _____ the entire family. |

"Birds and Bears in Winter," *Observing* (Hardcover: pages 270-281) *Snails to Whales* (Softcover: pages 94-105)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write the following main idea on a piece of paper: *The energy to run machines can come from many different sources.* Then help them write detail sentences to support that main idea.

Name _____

Date _____

- A. Think about "Birds and Bears in Winter." The author describes several ways that birds and black bears stay warm in winter. Complete this chart to show three methods that each animal uses.

Birds	Black Bears
1.	1.
2.	2.
3.	3.

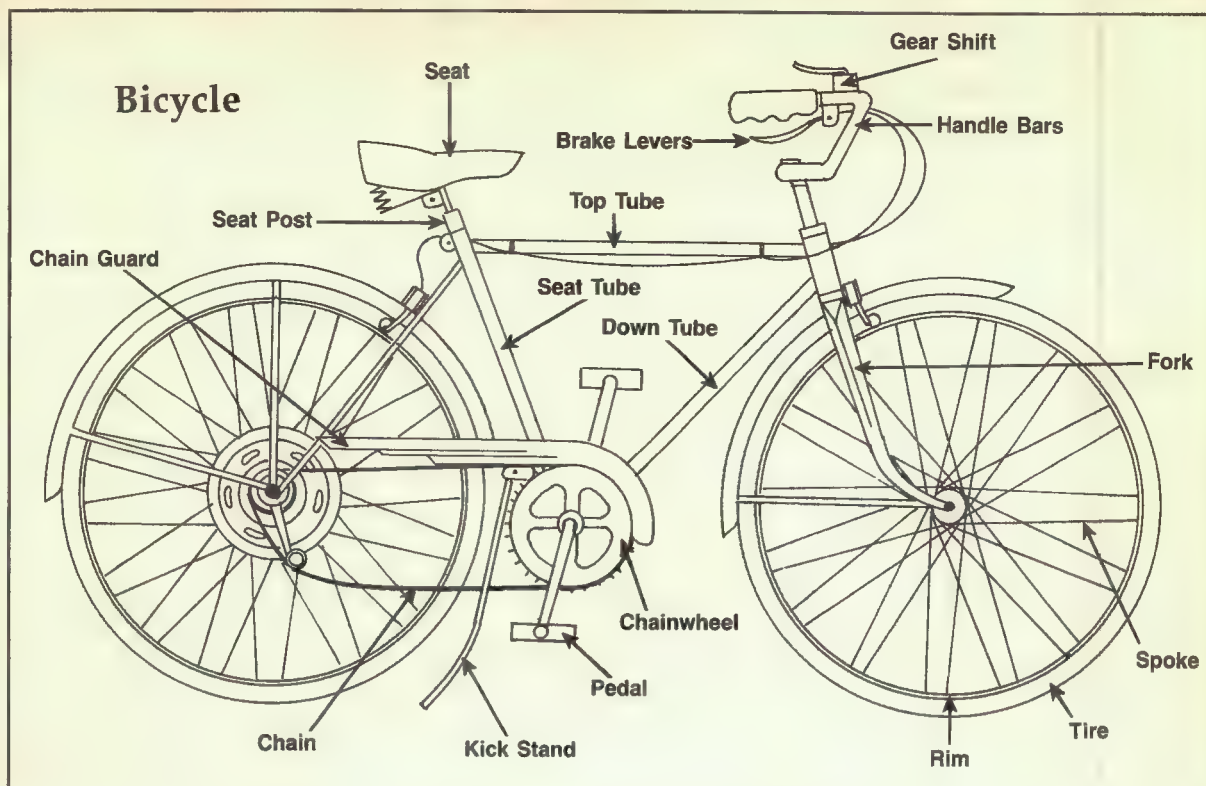
- B. Think about "Birds and Bears in Winter." Answer each question. Use a complete sentence.

1. Name at least one method of staying warm that is used by both birds and black bears.

2. Name one method of staying warm that birds use but black bears do not use.

Name _____

Date _____



Use this diagram to answer each question. Fill in the circle by the answer.

- The strip of metal that runs above the chain is called the _____.
 (a) fork
 (b) chain guard
 (c) rim
- The chain goes around the _____.
 (a) crank
 (b) chain guard
 (c) chainwheel
- The seat sits right on top of the _____.
 (a) seat post
 (b) top tube
 (c) down tube
- The strip of metal that runs around the inside of the tire is called the _____.
 (a) rim
 (b) spoke
 (c) fork

"Birds and Bears in Winter," *Observing* (Hardcover: pages 270-281) *Snails to Whales* (Softcover: pages 94-105)

Objective: Use graphic aids: diagrams (Study Skills)

Extension: Have children write the following sentence: *The wheels on Paco's bicycle have a seat, tubes, spokes, gear shifts, rims, tires, and a top tube.* Then have them cross out the words that are incorrect.

Name _____

Date _____

What meaning of the underlined word is used in each sentence? Write the letter of the answer on the line.

- | | |
|------------|---|
| bow | a. to bend forward
b. the front end of a boat
c. a knot with loops
d. a weapon for shooting arrows |
|------------|---|

- _____ 1. We sat in the bow and looked for whales.
- _____ 2. The Indian made a bow from a branch.
- _____ 3. At the end of the play, the actors will bow to the audience.
- _____ 4. Sally tied a bow on the gift.

- | | |
|-------------|--|
| wind | a. moving air
b. breath
c. to wrap around
d. to move one way and then another |
|-------------|--|

- _____ 5. Sue will wind the yarn into a ball.
- _____ 6. A cold wind blew through the trees.
- _____ 7. The new road will wind up the mountain.
- _____ 8. When Sam fell, the wind was knocked out of him.

Name _____

Date _____

Read each story. Then answer the question. Fill in the circle by the answer.

1. Laura and Mother went to the pound. Laura looked through all the pens.

When she got to the last pen, she sadly shook her head. With tears in her eyes, she walked back to the car.

What was Laura looking for?

- (a) She was looking for her mother.
- (b) She was looking for her lost pet.

3. Sam and Janet had been in the museum all afternoon. When they heard an announcement over the loudspeaker, they began looking for a sign.

What sign were Sam and Janet looking for?

- (a) They were looking for a loudspeaker sign.
- (b) They were looking for an exit sign.

2. Joe was very hungry. He went into the kitchen and took out a knife, a plate, and a glass. He took out the peanut butter, jelly, and the milk. Then he went to get one more thing.

What did Joe go to get?

- (a) He went to get the bread.
- (b) He was looking for the table.

4. Katie wondered what sort of job she could get. There were no stores close by, and she didn't have a bike. Then Katie noticed several small children playing near her house. "I've got it!" said Katie.

What kind of job did Katie look for?

- (a) She looked for a store job.
- (b) She looked for a babysitting job.

"The Grizzly Bear with the Golden Ears," *Observing* (Hardcover: pages 286-295) *Snails to Whales* (Softcover: pages 110-119)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Have children reread Exercise 1. Have them write complete sentences to answer the following questions: *How did Laura feel? How do you know?*

Name _____

Date _____

autumn
hesitatedbluffing
hordeschurning
lungedgrove
miserably

Read each sentence. Fill in the circle by the meaning of the underlined word.

- In autumn, the leaves fall off the trees.
 - season that follows winter
 - season between fall and summer
 - season between summer and winter
- Emily steered the boat through the churning water.
 - moving quickly
 - still
 - wet
- The player lunged for the ball.
 - stood still and caught
 - made a sudden forward movement
 - threw
- Sue is only bluffing when she says she will leave.
 - telling the truth
 - fooling; pretending
 - shining something
- Frank hesitated and then rang the doorbell again.
 - waited a minute
 - came back the next day
 - looked around carefully
- The frightened rabbit ran off into the grove.
 - channel
 - tall grass
 - small group of trees
- Hordes of people poured out of the stands when the football game was over.
 - large groups
 - several
 - one or two
- Ernest cried miserably when his dog was lost.
 - with happiness
 - very unhappily
 - for a short time

"The Grizzly Bear with the Golden Ears," *Observing* (Hardcover: pages 286-295) *Snails to Whales* (Softcover: pages 110-119)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children list all of the vocabulary words that contain the inflectional endings *-ed* or *-ing*. Then have them write the base word from which each word was formed and use each word in a sentence.

Name _____

Date _____

Think about "The Grizzly Bear with the Golden Ears."
Match the beginning of each sentence with its ending.
Write the letter of the ending on the line.

- | | |
|--|---|
| _____ 1. Golden Ears was a | a. fished for salmon. |
| _____ 2. Ursus was a | b. slept under the roots of spruce trees. |
| _____ 3. In the summer, the bears | c. grizzly bear with round blond ears. |
| _____ 4. In the winter, the bears | d. had a cub. |
| _____ 5. Golden Ears was adored because she | e. one-thousand pound male grizzly. |
| _____ 6. Golden Ears bluffed the other grizzlies | f. angry with Golden Ears. |
| _____ 7. Golden Ears got sandwiches | g. up in a spruce tree. |
| _____ 8. The forest ranger was | h. to get their salmon. |
| _____ 9. Golden Ears found her bear cub | i. by bluffing fishermen. |
| _____ 10. Golden Ears took her cub | j. away from the Brooks River. |

"The Grizzly Bear with the Golden Ears," *Observing* (Hardcover: pages 286-295) *Snails to Whales* (Softcover: pages 110-119)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

Date _____

What one word can be used in place of the underlined words? Circle and write the answer.

1. I wish I had learned to play an instrument.

I'll I'd I'm

2. Mandy says she is my friend.

she'll she's she'd

3. I am going to buy my mother a special present.

I'd I've I'm

4. Your friends say they have come to play.

they'd they'll they've

5. If Grandpa were here he would be proud of you.

he'd he'll he's

6. We are going to the city today.

Were We're We've

7. She has never been here before.

She'll She's She'd

8. Jenny said that she will walk home with me today.

she'll she'd shell

9. My friend Kate does not always agree with me.

doesn't didn't don't

10. My dog will not eat dog food.

willn't wasn't won't

Name _____

Date _____

Read each paragraph. Fill in the circle by the sentence that tells the **main idea**.

1. After the winter, when the weather turns warm, many flowers begin to grow. Snowdrops come first and crocuses and daffodils follow. This is also the time that animals wake from hibernation.
 - (a) In spring, flowers start to grow, and animals come out of hibernation.
 - (b) Flowers bloom before the animals wake.
2. When you think of cranberries, you probably think of cranberry sauce. To make cranberry sauce, you boil sugar and water and then add cranberries. But cranberries are also tasty in fruit bread or in muffins.
 - (a) Cranberry sauce is made with sugar and water.
 - (b) Cranberries are used for cranberry sauce, and in muffins and fruit bread.
3. Some people go to the beach or to the mountains or to other interesting places in the summer. Other people stay home in the summer. They enjoy their own backyards.
 - (a) The beach is a good place to go in summer.
 - (b) Some people go on vacation in summer, but others stay home.
4. John and Lynne decided to go skating together. They met at the bus stop and were both surprised. John had brought his ice skates. Lynne had brought her roller skates!
 - (a) A bus stop is a good place to meet.
 - (b) John wanted to ice skate, and Lynne wanted to roller skate.

"What's For Lunch," *Observing* (Hardcover: pages 296-304) *Snails to Whales* (Softcover: pages 120-128)

Objective: Infer main idea: from two sentences
(Comprehension and Vocabulary Skills)

Extension: Have children write other detail sentences to support the main idea in Exercise 2.

Name _____

Date _____

Read each pair of sentences. In one sentence the underlined word is used correctly. In the other sentence the underlined word is used incorrectly. Place a check by the sentence that is correct.

1. _____ a. We went on a hike in the woods to see animals in captivity.
 _____ b. This aquarium has the first baby whale born in captivity.
2. _____ a. Nutrition is important for rocks and dirt.
 _____ b. Good nutrition is important for boys and girls.
3. _____ a. Refrigerators keep food cold.
 _____ b. Refrigerators keep food hot.
4. _____ a. Animals which are extinct are not living anymore.
 _____ b. The bird that just flew over us is extinct.
5. _____ a. These labels will make a delicious dinner.
 _____ b. Labels on boxes and cans tell us what is in our food.
6. _____ a. In the preparation of the salad we will not touch it.
 _____ b. We'll need a bowl for the preparation of the salad.
7. _____ a. I love to read old Indian legends.
 _____ b. The legends growled and showed their fangs.

"What's For Lunch," *Observing* (Hardcover: pages 296-305) *Snails to Whales* (Softcover: pages 120-129)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write one of the unchecked sentences on a piece of paper. Then have them write another sentence that explains why the unchecked sentence cannot be true.

Name _____

Date _____

Think about "What's for Lunch?" Answer each question.
Fill in the circle by the best answer.

1. What zoo does this story tell about?
 - (a) This is a story about the National Zoological Park in Washington, D.C.
 - (b) This story tells about the Atlas Zoo.
2. What were the zoos of thirty years ago like?
 - (a) Care and feeding in those zoos was very scientific.
 - (b) Those zoos were mainly for fun.
3. What does a nutritionist do in a zoo?
 - (a) A nutritionist studies the things that animals eat.
 - (b) A bird expert is called a nutritionist.
4. What does the keeper do in the Bird House at 2 A.M.?
 - (a) The keeper exercises the birds.
 - (b) The keeper starts to prepare the day's food for the birds.
5. What is the commissary in the zoo?
 - (a) The commissary is where the fresh food for the animals is kept.
 - (b) The commissary is where animals lie in the sun.
6. Why is the nutritionist using more prepared food?
 - (a) The animals like prepared foods better.
 - (b) Prepared foods provide balanced diets and are easier to use.

"What's For Lunch," *Observing* (Hardcover: pages 296-305) *Snails to Whales* (Softcover: pages 120-129)

Objective: Demonstrate story comprehension (Comprehension and Vocabulary Skills)

Name _____

Date _____

Read each sentence. Circle the word that means the **opposite** of the underlined word.

- | | |
|---|--|
| 1. Please <u>close</u> the door.
shut open fix | 2. Ben <u>found</u> his shoes.
shined had lost |
| 3. Beth was the <u>last</u> one in line.
second first middle | 4. Jack was <u>early</u> for school.
excited late ready |
| 5. This soup is <u>hot</u> .
old warm cold | 6. I want to <u>spend</u> some money.
save sell buy |
| 7. Annie feels <u>sick</u> .
terrible tired well | 8. This boat can <u>float</u> .
sink swim sail |
| 9. Turn <u>left</u> at the corner.
south east right | 10. Apples are my <u>least</u> favorite food.
very one most |
| 11. Would you please <u>leave</u> ?
stay stop go | 12. Clara's sister is very <u>weak</u> .
little strong big |
| 13. I will <u>scream</u> your name.
tell yell whisper | 14. I can't wait to <u>start</u> this book.
finish begin read |

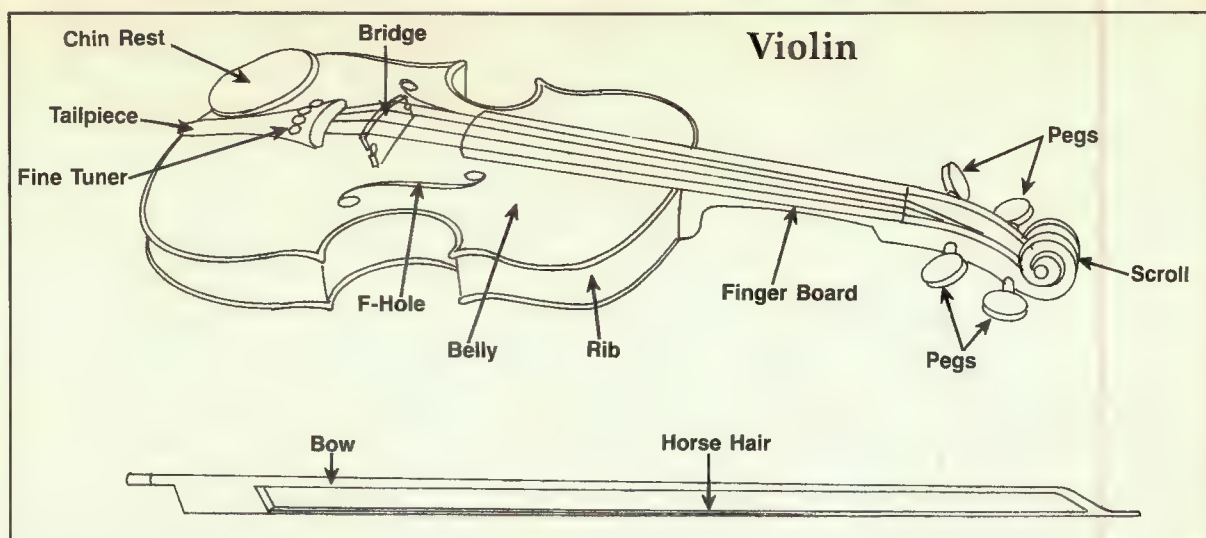
"What's For Lunch," *Observing* (Hardcover: pages 296-305) *Snails to Whales* (Softcover: pages 120-129)

Objective: Identify antonyms (*Comprehension and Vocabulary Skills*)

Extension: Have children write four of the sentences on a piece of paper. Then have them continue each sentence using *and* or *but* and the antonym that they circled.

Name _____

Date _____



Use this diagram to answer each question. Fill in the circle by the answer.

1. A violin has _____ strings.
 - (a) 3
 - (b) 4
 - (c) 5
2. The bow is strung with _____.
 - (a) string
 - (b) horse hair
 - (c) cat hair
3. The strip that runs around the violin is called the _____.
 - (a) rib
 - (b) belly
 - (c) finger board
4. The pegs are next to the _____.
 - (a) scroll
 - (b) bridge
 - (c) fine tuner
5. The chin rest is next to the _____.
 - (a) finger board
 - (b) tailpiece
 - (c) scroll
6. The bridge is between the _____.
 - (a) fine tuner and tailpiece
 - (b) pegs
 - (c) F-holes

"What's For Lunch," Observing (Hardcover: pages 296-305) Snails to Whales (Softcover: pages 120-129)

Objective: Use graphic aids: diagrams
(Study Skills)

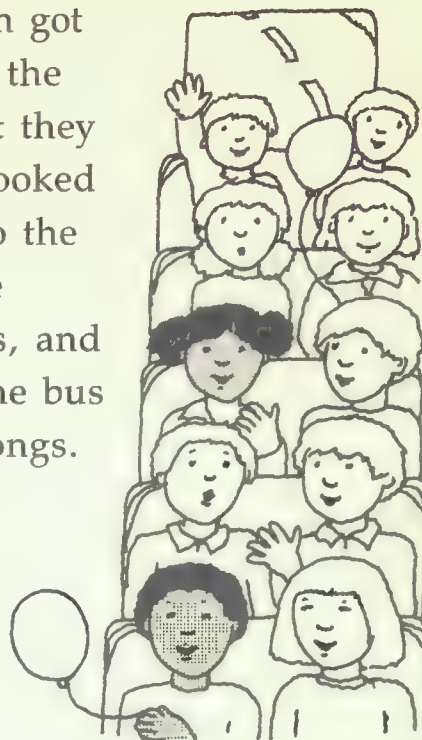
Extension: Have children write the following sentence: *A violin could not play beautiful music, if a horse did not give up some of its hair.* Then have them draw a humorous picture illustrating that sentence.

Name _____

Date _____

Read each story. Then finish each sentence by writing **before** or **after** in the blank.

Today was the day for the class outing to the Museum of Natural History. When the bus arrived at the museum, the children got off. They stood in two straight lines by the museum door before they went in. First they saw the dinosaur skeleton. Then they looked at the wildlife exhibit. The class went to the museum cafeteria for lunch. During the afternoon the children saw many fossils, and heard a talk given by a geologist. On the bus ride back to school the children sang songs. Everyone agreed it was a nice outing.



1. The children got off the bus _____ the bus got to the museum.
2. The children stood in two straight lines _____ going into the museum.
3. The children saw the wildlife exhibit _____ the dinosaur exhibit.
4. The children heard a geologist speak _____ lunch.
5. The children sang songs _____ getting back to school.

"Digging Up Dinosaurs," *Observing* (Hardcover: pages 306-313) *Snails to Whales* (Softcover: pages 130-137)

Objective: Identify sequence of events: with or without signal words (*Comprehension and Vocabulary Skills*)

Extension: Have children complete the following sentence using phrases from the story: *The children ate lunch just after _____ and just before _____ and _____.*

Name _____

Date _____

Sam loved to learn about all ancient plants and animals. But his favorite things from the past were dinosaurs. He kept a diary that was full of information about those extinct beasts. It told how some dinosaur

bones had been preserved in rock. They had to be dug out slowly and patiently. The diary also contained information that supports Sam's theory of why dinosaurs became extinct: they ate each other up.

Read each definition. Fill in the circle by the word it defines.

1. large animals that lived millions of years ago
(a) ancient (b) preserved (c) dinosaurs
2. a daily record of what happens
(a) patiently (b) diary (c) dinosaurs
3. kept from spoiling
(a) preserved (b) ancient (c) patiently
4. in a way that shows an ability to wait
(a) patiently (b) ancient (c) preserved
5. very, very old
(a) diary (b) patiently (c) ancient
6. holds up; keeps from falling
(a) dinosaurs (b) supports (c) preserved



"Digging Up Dinosaurs," *Observing* (Hardcover: pages 306-313) *Snails to Whales* (Softcover: pages 130-137)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write a sentence about dinosaurs that Sam might put in his diary.

Name _____

Date _____

A. Think about "Digging Up Dinosaurs." Read the pairs of sentences in each exercise. Circle the pair of sentences that has two true statements.

1. Dinosaurs lived millions of years ago.

Some dinosaurs ate plants and some ate meat.

Dinosaurs lived only in Africa.

No one knows why dinosaurs became extinct.

2. People began to find out about dinosaurs about 200 years ago.

Scientists found the fossils of huge bones and teeth.

People started finding dinosaur bones at the bottom of the ocean.

Fossils gave scientists an idea of what the dinosaurs looked like.

3. A team of experts works together to dig up fossils.

A paleontologist draws pictures of the fossils.

A geologist can tell the age of rocks and fossils.

A photographer takes pictures of the fossils.

4. On a dig, each bone is brushed with shellac as soon as it is found.

All the bones are numbered so they can be put together later.

The bones are packed in straw and taken to the museum.

The scientists use the straw to build a skeleton.

Name _____

Date _____

A	B	C- Ch	Ci Cz	D	E	F	G	H	I	J-K	L	M	N-O	P	Q-R	S- Sn	So- Sz	T	U-V	W-X Y-Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21

A. In which volume would you look to find information about each of the following subjects? Write the answer on the line.

1. gold _____
2. railroads _____
3. The United States _____
4. Edgar Allan Poe _____
5. Colorado _____
6. New York City _____

B. If you were looking for information about **football**, would you look before or after the pages with these guide words? Write the answer on the line.

1. Florence—Folk dancing _____
2. Forbes, Alexander—fork _____
3. Finland—fish _____
4. flea—flood _____
5. Fort Knox—fossil _____

"Digging Up Dinosaurs," *Observing* (Hardcover: pages 306-313) *Snails to Whales* (Softcover: pages 130-137)

Objective: Use reference sources: encyclopedia
(Study Skills)

Extension: Have children look back at the guide words in Part B. Have them name one other subject about which they could find information on pages with those guide words.

Name _____

Date _____

Read each paragraph. Then read the conclusion that follows. If the conclusion is true, write **True**. If the conclusion is false, write **False**.

- _____ 1. There were four places set for dinner at the table. When dinner was over, Nancy put the dirty dishes in the sink. But she left one set of clean dishes and silverware on the table.

Conclusion: Someone hadn't come home for dinner yet.

- _____ 2. The train station was a busy place. Many trains were pulling in and out. Mr. Green was waiting for the train to New City. When the next train came in, Mr. Green stepped back and let other people get on.

Conclusion: That train was going to New City.

- _____ 3. Sally woke up early because today was a very special day. When she went downstairs, her mother gave her a present and a card that said "How does it feel to be ten today?"

Conclusion: It is Sally's tenth birthday.

Name _____

Date _____

argue

camera

mental

pedaled

tour

Read the story. Choose a word from the box to finish each incomplete sentence. Write the word in the sentence. Then reread the story to make sure your answers make sense.

The best summer I ever had was when Mom and I stayed on Gull Island for the whole summer. Our little cottage was right by the sea.

My bicycle turned out to be a great way to get around.

I _____ all over the island that summer. Sometimes I planned my _____ the day before. Sometimes I just went wherever my wheels took me. Mom would make me a picnic lunch. I would put it and my _____ in the basket on my bike. Whenever I found an interesting spot, I would take a picture and make a _____ note of where it was. When I got home, I would write everything down in my diary. I certainly wouldn't _____ with my mother, if she decided to go there again this summer.



"Cam Jansen and the Mystery of the Dinosaur Bones," *Observing* (Hardcover: pages 318-331) *Snails to Whales* (Softcover: pages 142-155)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Help children write sentences that they might have written in their diaries when they got home from a day's tour of Gull Island.

Name _____

Date _____

A. Think about "Cam Jansen and the Mystery of the Dinosaur Bones." Match each item in the first column with a statement from the second column. Write the letter of the answer on the line.

- | | |
|-------------------|---|
| _____ 1. goal | a. Cam and Eric blew dog whistles to escape |
| _____ 2. helpers | b. to get missing dinosaur bones back |
| _____ 3. enemies | c. Cam and Eric |
| _____ 4. problem | d. Museum Director took the bones back to the museum |
| _____ 5. solution | e. Milkman and Museum Guide |
| _____ 6. result | f. Cam and Eric were caught by Milkman and Museum Guide |

B. Think about "Cam Jansen and the Mystery of the Dinosaur Bones." Answer each question. Use a complete sentence.

1. What is Cam Jansen's "mental camera"?

2. How had Janet and the Milkman known that Cam and Eric were at the house?

3. How had Cam known that some bones were missing?

Name _____

Date _____

Read the story. Then answer each question. Fill in the circle by the answer.

Larry had been looking forward to this day all week. His friend Bob was coming to sleep over. Every time Larry heard a car, he ran to the window to see if it was Bob. After a while, the phone rang. Larry's mother spoke to Bob's mother. Bob was sick. He wouldn't be able to come. "Oh no," Larry said. "Poor Bob. I hope he'll be okay." Then, sadly, Larry went to put away his sleeping bag.

1. At first, did Larry feel excited?

- (a) Yes (b) No

How do you know?

- (a) He kept looking out the window.
(b) He wanted to go to sleep.

2. Did Larry run to the window many times?

- (a) Yes (b) No

Why did Larry keep running back and forth?

- (a) He wanted to see if Bob was there.
(b) He wanted to answer the phone.

3. After the phone call, did Larry feel disappointed?

- (a) Yes (b) No

How do you know?

- (a) He said, "Oh no."
(b) He hung up the phone.

4. Did Larry and Bob plan to sleep in a bed?

- (a) Yes (b) No

Why did Larry put the sleeping bag away?

- (a) His mother told him to.
(b) He wouldn't need it because Bob wasn't coming to sleep over.

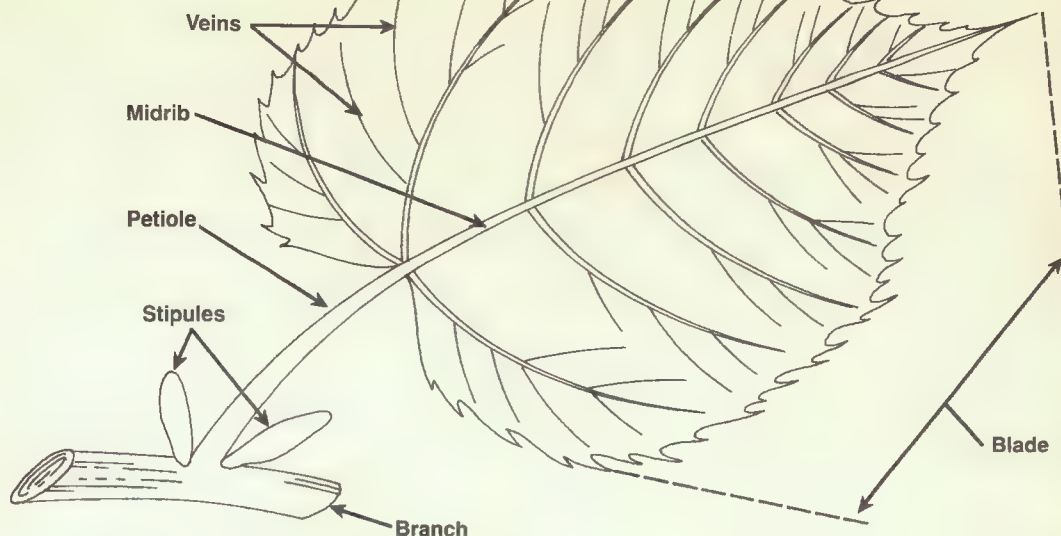
"Cam Jansen and the Mystery of the Dinosaur Bones," *Observing* (Hardcover: pages 318-331) *Snails to Whales* (Softcover: pages 142-155)

Objective: Make inferences about a character's motives or feelings (*Literature and Language Skills*)

Extension: Have children think about how Larry felt at the beginning of the story and how he felt at the end of the story. Then have them describe a time when *their* feelings changed in the same way Larry's did.

Name _____

Date _____

Leaf

Use this diagram to answer each question. Use a complete sentence.

1. What is the flat, green part of a leaf called?

2. What is the part of the leaf by which it is attached to a branch called?

3. What is the long vein that runs the whole length of the leaf called?

4. Where are the stipules found?

"Cam Jansen and the Mystery of the Dinosaur Bones," *Observing* (Hardcover: pages 318-331)
Snails to Whales (Softcover: pages 142-155)

Objective: Use graphic aids: diagrams (*Study Skills*)

Extension: Have children draw a simple diagram of a familiar toy and label its parts.

Name _____

Date _____

Read each paragraph. Write a sentence to tell the **main idea**.

1. Many children bring a lunchbox to school. They have food and drink in their lunchboxes to eat at lunchtime. Children who live close to the school can go home to eat lunch. These children have to make sure they are back before school starts again.

2. Forest fires destroy more than trees. They also kill many animals. Some animals are destroyed by the flames or the smoke. Other animals die of starvation because they cannot find any food.

3. There are many different types of birds that can fly. Red-winged blackbirds, robins, ducks, and geese are just a few. But there are some birds that you will never see fly. Ostriches, penguins, chickens, and emus never get far from the ground.

4. Two types of trees are common in the U.S. They are the needle-leaf trees and the broad-leaf trees. Needle-leaf trees are often called evergreens, because they stay green all year. Most broad-leaf trees lose their leaves in winter.

"The Voyage of the Mimi," *Observing* (Hardcover: pages 334-344) *Snails to Whales* (Softcover: pages 158-168)

Objective: Infer main idea: from two sentences
(Comprehension and Vocabulary Skills)

Extension: Have children make two lists: *Birds That Can Fly* and *Birds That Cannot Fly*. Then have them list all the birds from Exercise 3 in the appropriate column in alphabetical order.

Name _____

Date _____

awesome behave develop identify impatiently scrambled

Read the story. Choose a word from the box to finish each incomplete sentence. Write the word in the sentence. Then reread the story to make sure your answers make sense.

For as long as I can remember, I have wanted to be an astronaut. When my Dad said he would take us to the space museum in Washington, D.C., you can just imagine how excited I was. I decided to read every book in the school library about space and rockets. I wanted to be able to _____ all the things I would see on our trip.

The museum was bigger than I had imagined it would be.

There were many real airplanes and some _____ rockets. There was a crowd of people around the biggest rocket.

I waited _____ for some of them to move away, so I could see. When they did move, I saw that people were taking turns sitting in the astronaut's seat! When it was my turn,

I quickly _____ into the tiny room and sat down. There were hundreds of buttons and switches and

handles. It must take a very long time to _____ the skill to fly a rocket!

Other exhibits explained what astronauts do in space. One exhibit showed how ordinary things _____ when they are weightless. Now I would like to be an astronaut even more than ever. I can't imagine a more exciting job. It's like being a modern pioneer!

"The Voyage of the Mimi," *Observing* (Hardcover: pages 334-344) *Snails to Whales* (Softcover: pages 158-168)

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children write one sentence using *scrambled* to mean "all mixed up." Then have them write another sentence using *scrambled* to mean "climbed up quickly."

Name _____

Date _____

Think about "The Voyage of the *Mimi*." Answer each question.
Use a complete sentence.

1. What kind of animal was the crew of the *Mimi* studying?

2. Name two goals of the voyage of the *Mimi*.

3. How do scientists tell one humpback whale from another?

4. What was in the book that the crew studied?

5. Besides the book, what other device helped in the identification of the whales?

6. Why is it important to tell one humpback whale from another?

"The Voyage of the *Mimi*," *Observing* (Hardcover: pages 334-344) *Snails to Whales* (Softcover: pages 158-168)

Objective: Demonstrate story comprehension
(Comprehension and Vocabulary Skills)

Name _____

Date _____

Read each story. Then answer the questions. Underline the answers.

A. While Billy was on vacation, he took a trip on a boat. The boat took him to the whales' feeding ground. There were many passengers on the boat. Everyone was excited at the thought of seeing a whale. Suddenly, a whale surfaced. Everyone went quiet. It was an awesome sight. Billy's eyes opened up like saucers and his mouth dropped open. He stared at the whale, unable to utter a sound.

- | | |
|---|--|
| <p>1. How did Billy feel when the whale surfaced?</p> <p>a. He was lonely.</p> <p>b. He was amazed.</p> <p>c. He was impatient.</p> | <p>2. How do you know?</p> <p>a. His eyes opened wide, and his mouth dropped open.</p> <p>b. Everyone was excited.</p> <p>c. Everyone was quiet.</p> |
|---|--|

B. David knew that Nancy liked to read mystery stories. He had just finished reading one. He had liked it a lot, so he brought the book to school to give to Nancy. Nancy took the book. She said, "Wasn't the ending great!" Then she gave the book right back to David.

- | | |
|---|---|
| <p>1. Why did Nancy give the book back to David?</p> <p>a. She didn't like it.</p> <p>b. She had read the book before.</p> <p>c. The book was too long.</p> | <p>2. How do you know?</p> <p>a. She knew David had liked it.</p> <p>b. She took the book.</p> <p>c. She knew how the book ended.</p> |
|---|---|

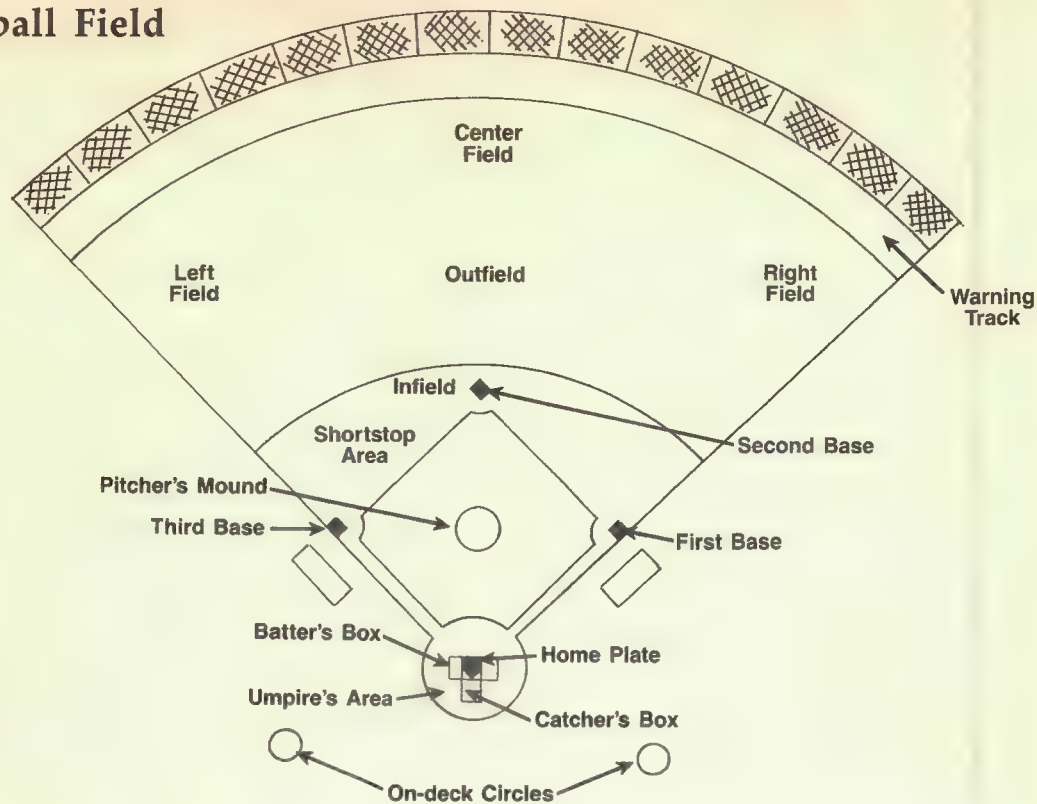
"The Voyage of the Mimi," *Observing* (Hardcover: pages 334-344) *Snails to Whales* (Softcover: pages 158-168)

Objective: Draw conclusions (*Comprehension and Vocabulary Skills*)

Extension: Have children reread the story in Part A. Have them write a sentence explaining why they think Billy was so amazed. Then have them write a story describing a time that they were amazed by something.

Name _____

Date _____

Baseball Field

A. Put a check by each item that is part of a baseball field.

- | | |
|--------------------------|----------------------|
| _____ 1. goal posts | _____ 4. backfield |
| _____ 2. pitcher's mound | _____ 5. fifth base |
| _____ 3. left field | _____ 6. second base |

B. Put a check by each item that is within the infield.

- | | |
|----------------------|--------------------------|
| _____ 1. right field | _____ 4. warning track |
| _____ 2. second base | _____ 5. shortstop area |
| _____ 3. home plate | _____ 6. pitcher's mound |

"The Voyage of the Mimi," *Observing* (Hardcover: pages 334-344) *Snails to Whales* (Softcover: pages 158-168)

Objective: Use graphic aids: diagrams (*Study Skills*)

Extension: Have children write a sentence describing what each of the following individuals do when playing baseball: *pitcher, catcher, batter, umpire.*

Name _____

Date _____

Look at the words in the box. Underline the word your teacher says.

1. enter endure entire	2. empty envy energy	3. explode exposed expanse	4. increase included instant
5. round rose roused	6. autumn ought authors	7. blooming bluffing blushing	8. children chewing churning
9. grove ground gave	10. horse hordes heard	11. lunged lunch laughed	12. expect extinct except
13. stable laps labels	14. legends legs laughs	15. contest content counter	16. ancient account engine
17. comet counted continent	18. dreary daring diary	19. dinner dinosaurs diary	20. rhythm ribbon Ruthie
21. teacher tissue touch	22. despair desert depends	23. cream came camera	24. medal mental mountain
25. pedaled padded pebble	26. turn true tour	27. almost awesome answer	28. behind behave believe
29. develop dived delicate	30. entire idea identify	31. scrambled screamed stumbled	32. surprise survive silver

Cumulative Vocabulary Review

Objective: Use vocabulary words (*Comprehension and Vocabulary Skills*)

Extension: Have children choose four of the underlined words. Have them use each word in a sentence. Specify that they may use two or more words in one sentence.

CHECKLIST

Level 9, Unit 1

REACH OUT

Ernie and Mile-Long Muffler

1	2	3	4
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In Which Pooh Goes Visiting

5	6	7	8
---	---	---	---

Skills Activity

9

Katy Did It

10	11	12	13	14
----	----	----	----	----

Lorenzo and Angelina

15	16	17	18	19
----	----	----	----	----

A Box Full of Infinity

20	21	22	23	24
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Behind the Scenes of a Broadway Musical

25	26	27	28
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Cumulative Vocabulary Review

29

Skills Activity

30

Music, Music for Everyone

31	32	33	34	35
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Song of the Empty Bottles

36	37	38	39
----	----	----	----

A Bowl of Sun

40	41	42	43	44	45
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Ma Lien and the Magic Brush

46	47	48	49	50
----	----	----	----	----

Skills Activity

51

Miss Rumphius

52	53	54	55	56
----	----	----	----	----

Cumulative Vocabulary Review

57

Level 9, Unit 2

SNAILS TO WHALES

Secrets of a Wildlife Watcher

58	59	60	61
----	----	----	----

The Wentletrap Trap

62	63	64	65
----	----	----	----

A Salmon for Simon

66	67	68	69
----	----	----	----

My Island Grandma

70	71	72	73	74
----	----	----	----	----

Bear Mouse

75	76	77	78
----	----	----	----

Cumulative Vocabulary Review

79

The Story of Jumping Mouse

80	81	82	83
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Birds and Bears in Winter

84	85	86	87
----	----	----	----

Skills Activity

88

The Grizzly Bear with the Golden Ears

89	90	91	92
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What's for Lunch?

93	94	95	96	97
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Digging Up Dinosaurs

98	99	100	101
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Cam Jansen and the Mystery of the Dinosaur Bones

102	103	104	105	106
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The Voyage of the *Mimi*

107	108	109	110	111
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Cumulative Vocabulary Review

112

Level 9



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